



Book	Policy Manual
Section	900 Community
Title	Title I Parental Involvement
Number	918
Status	Active
Adopted	November 1, 2007

Purpose

The Board recognizes that parental involvement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents/guardians and community.

Authority

In compliance with federal law, the district and parents/guardians of students participating in Title I programs shall jointly develop and agree upon a written parental involvement policy. [\[1\]](#)

Guidelines

The district agrees to implement the following statutory requirements:

1. The school district will put into operation programs, activities and procedures for the involvement of parents/guardians in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents/guardians of participating children.
2. Consistent with section 1118, the district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
3. The district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
4. In carrying out Title I, Part A parental involvement requirements, to the extent practicable, the district and its schools will provide full opportunities for the participation of

parents/guardians with limited English proficiency, parents/ guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents/ guardians understand.

5. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents/guardians of participating children, the district will submit any parent/guardian comments with the plan when the district submits the plan to the State Department of Education.
6. The district will involve the parents/guardians of children served in Title I, Part A schools in decisions about how the one percent (1%) of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than ninety-five percent (95%) of the one percent (1%) reserved goes directly to the schools.
7. The district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. That parents/guardians play an integral role in assisting their child's learning.
 - b. That parents/guardians are encouraged to be actively involved in their child's education at school.
 - c. That parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
 - d. The carrying out of other activities, such as those described in section 1118 of the ESEA.
8. The district will inform parents/guardians and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

Description of How District Will Implement Required District-Wide Parental Involvement Policy Components

1. The district will take the following actions to involve parents/guardians in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA:
 - a. An invitation will be sent out to all the Title I families inviting them to attend the parental involvement policy meeting that will be held in the fall.
 - b. Title I parents/guardians will assist and be teammates with Title I staff to

develop/change the policy. The core parents/guardians will make contact with the other Title I parents/guardians through a form to let them know the changes.

2. The district will take the following actions to involve parents/guardians in the process of school review and improvement under section 1116 of the ESEA:
 - a. A meeting will be scheduled for the parents; information will be given to the parents/guardians and explained by the federal coordinator.
3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Each elementary building will have a Title I Parent Lending Library.
 - b. Workshop notices will be sent home for the parents/guardians.
 - c. A notice of scheduled computer training time will be sent home.
 - d. Notice of educational web site list will be given to the parents/guardians for home use.
 - e. A scheduled monthly time will be in each Title I teacher's schedule to inform the parents/guardians of "how to" activities.
4. The district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:
 - a. Kindergarten Readiness Program.
 - b. Programs, such as, "Celebration of Reading/Math" and Math Fair.
5. The district will take the following actions to conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents/guardians in parental involvement activities (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (with the involvement of parents/guardians), its parental involvement policies.
 - a. A survey will be given to Title I parents/guardians to identify areas of need and to revise as needed.

- b. The Federal Coordinator will explain the parental involvement policy and activities.
6. The district will build the schools' and parent's/guardian's or parents'/guardians' capacity for strong parental involvement, in order to ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The district will, with the assistance of its Title I, Part A schools, provide assistance to parents/guardians of children served by the district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. The state's academic content standards.
 - ii. The state's student academic achievement standards.
 - iii. The state's and local academic assessments including alternate assessments.
 - iv. The requirements of Part A.
 - v. How to monitor their child's progress.
 - vi. How to work with educators:
 - a. Statewide Title I Parent Conferences, parent/guardian workshops (local and statewide) with presenters.
 - b. PowerPoint presentations explaining progress and academic standards.
 - b. The district will, with the assistance of its schools, provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - i. In-school presentations by Title I Teachers; Title I Lending Libraries with parent/guardian training; educational videos demonstrating "how to" strategies; web site information so parents/guardians can access a variety of learning tools and techniques.
 - c. The district will, with the assistance of its schools and parents/guardians, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parental programs and build ties between parents/guardians and schools,

by:

- i. Attendance at PTO meetings, parent/teacher conferences, so parents/guardians can attend learning sessions, invitation to parents/guardians to come to school to learn about literacy and math.
- d. The district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the parents/guardians as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent/guardian resource centers that encourage and support parents/guardians in more fully participating in the education of their children, by:
 - i. Programs, such as Kindergarten Readiness Program (after school); IU Early Intervention Classes; Head Start Program.
- e. The district will take the following actions to ensure that information related to the school and parent/guardian-programs, meetings, and other activities is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand, by:
 - i. Title I newsletters, variety of informational flyers (home/school connections), Title I Parent phone chain and e-mail chain; a scheduled monthly inservice for parents/guardians and teachers; and make-and-take workshops on grade level.

Discretionary District-Wide Parental Involvement Policy Components

The district will maximize parental involvement and participation in their children's education by:

1. Involving parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
2. Providing necessary literacy training for parents/guardians from Title I, Part A funds, if the district has exhausted all other reasonably available sources of funding for that training.
3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
4. Training parents/guardians to enhance the involvement of other parents/guardians.
5. Arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents/guardians who are unable to attend those conferences at school.
6. Adopting and implementing model approaches to improving parental involvement.

7. Establishing a district-wide parental advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
9. Providing other reasonable support for parental involvement activities under section 1118 as parents/guardians may request.

Adoption

This district-wide parental involvement policy has been developed jointly with, and agreed on with, parents/guardians of children participating in Title I, Part A program.

School-Parental Compact

Each school in the district receiving Title I funds shall jointly develop with parents/ guardians of students served in the program a School-Parental Compact outlining the manner in which parents/guardians, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:[2]

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards.
2. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents/ guardians, and reasonable access to staff.

Legal

1. [20 U.S.C. 6318](#)
2. Pol. 102
3. [22 PA Code 403.1](#)