FEDERAL FUNDING – PARENTAL PARTICIPATION

A. In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds will be designed and implemented in consultation with parents/families of the students being served.

B. The district will ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents/families of participating students. The guidelines shall describe how:

1. The district expects the parents/families to be involved in the program, including their participation in the development of the plan.

2. Meetings will be conducted with parents/families including provision for flexible scheduling and whatever assistance the district may be able to provide parents in order to better ensure their attendance at meetings and for providing information in a language the parents can understand.

3. Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain.

4. Opportunities will be provided for parents/families to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan.

5. Parents/families will be involved in the planning, review, and improvement of the Title I program.

6. Information concerning school performance profiles and their child’s individual performance will be communicated to parents/families.

7. Parents/families will be assisted in providing help to their children in achieving the objectives of the program such as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices.
8. Timely responses will be given to parental/familial questions, concerns, and recommendations.

9. The district will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental/family participation activities to improve academic achievement.

10. An annual evaluation of the parental involvement plan will be conducted with parents/families, identifying any barriers to greater parental/familial involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental/familial involvement.

11. The parent/family involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters.

12. Other activities will be conducted as appropriate to the plan and state or federal requirements.

C. The district will ensure that each Title I participating school develops a specific plan, with parental involvement, which addresses the following:

1. Convene an annual meeting at a convenient time to which parents/families of participating children are invited to attend to explain the parent’s/families’ rights to be involved and the schools obligations to develop an involvement plan.

2. Develop a flexible meeting schedule and describe assistance to encourage parental/familial involvement; e.g. childcare, transportation, home visits, or similar assistance.

3. Involve parents/families in an organized, on-going and timely way in the development, review and improvement of parental involvement activities.

4. Provide participating student’s parents/families with:

   a. Timely information about the Title I program.

   b. An explanation of the curriculum, the forms of academic assessment and the proficiency levels expected.

   c. Regular meetings, upon request, to make suggestions and receive responses regarding their student’s education.
5. Develop jointly with parents/families, a School-Parent Compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, to include:

a. The school’s responsibility to provide high-quality curriculum and instruction in a supportive, effective learning environment

b. The parent’s responsibility for such things as monitoring attendance, homework, extra-curricular activities, excessive television watching and volunteering in the classroom

c. The importance of parent-teacher communication on an ongoing basis through at least annual parent-teacher conferences to discuss achievement and the compact, frequent progress reports to the parents, reasonable access to the staff and opportunities to observe and participate in classroom activities.

LEGAL CITATION: Elementary and Secondary Act of 1965 20 USC 6301 et seg
No Child Left Behind Act of 2002 20 USC 1232

ADMINISTRATIVE REGULATION

Approved: May 6, 2003
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