

Title I Parent Involvement

Development of District Title I Parent Involvement Policy

Pursuant to federal law, each school district and the parents of students participating in Title I programs shall jointly develop a written parent involvement policy to be incorporated into the district's Title I plan. This policy shall describe how the district will accomplish the following:

1. Involve parents in jointly developing the Title I program plan, reviewing implementation of the plan and suggesting improvements to the plan.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the District Title I Parent Involvement Policy (KBA) with regard to improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who:
 - are economically disadvantaged
 - have disabilities
 - have limited English proficiency
 - have limited literacy
 - are of any racial or ethnic minority background
 - are parents of migratory children

The district shall use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the District Title I Parent Involvement Policy.

6. Involve parents in the activities of the schools served.
7. Involve parents in decisions regarding how Title I funds allotted for parent involvement activities shall be used.
8. Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students'

academic progress and how to work with school staff to improve the achievement of students.

9. Provide materials and training to help parents work with students to improve student achievement, such as literacy training and using technology as appropriate, to foster parental involvement.
10. With the assistance of parents, educate teachers, pupil services personnel, principals and other staff in:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school
11. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.
12. Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
13. Provide such other reasonable support for parental involvement activities as parents may request.
14. Review the effectiveness of parent involvement actions and activities of district schools receiving Title I funds.

Development of School-Level Title I Parent Involvement Policy

Each school receiving Title I funds shall jointly develop with and distribute to parents of students participating in the Title I program (hereafter referred to as "parents") a written School-Level Title I Parent Involvement Policy agreed upon by the parents in accordance with the requirements of federal law.

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students. At a minimum, the compact will include the provisions contained in the sample exhibit (KB-E-1) attached to this policy.

Title I Limited English Proficiency Program Parent Involvement

Pursuant to federal law, the district shall implement an effective means of outreach to parents of limited English proficient students to inform them about how they can be involved in the education of their students and be active participants in assisting their students in attaining English proficiency, achieve at high levels in core academic subjects and meet challenging state academic and content standards.

The district shall hold regular meetings for the purpose of formulating and responding to recommendations from parents. Parents shall receive notice of the meetings.

The district shall provide notice to parents of students identified for participation or participating in the program, not later than 30 days after the beginning of each school year (or within 2 weeks if during the school year) that includes the following:

1. The reasons for the identification of the student as limited English proficient and in need of placement in the program.
2. The student's level of English proficiency, how the level was assessed and the status of the student's academic achievement.
3. The methods of instruction used in the program, as well as methods used in other available programs, including how such programs differ in content, instructional goals and the use of English and native language instruction.
4. How the program will meet the educational strengths and needs of their student.
5. How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English proficient students (and if funds are used for students in secondary schools, the expected rate of graduation from secondary schools for the program).
7. For students with disabilities, how the program meets the objectives of the student's individualized education program.
8. Information pertaining to parental rights that includes written guidance regarding:
 - the right to have the student immediately removed from the program at the parent's request
 - options the parent has to decline enrollment of the student in the program or choose another program or method of instruction if available

- assisting parents in selecting among various programs and methods of instruction, if offered

Adoption date: May 12, 2003

LEGAL REFS.: 20 U.S.C. §6301 *et seq.* (No Child Left Behind Act of 2001)

Title I, Part A, Section 1118 (*Title I parent involvement requirements*)

Title I, Part A, Section 1114 (b)(1)(F) (*School wide Reform Program must include strategies to increase parent involvement*)

Title I, Part A, Section 1115 (c)(1)(g) (*Targeted Assistance Program must include parent involvement strategies*)

Title I, Part A, Section 1116 (a)(1)(D) (*school districts' receiving Title I funds must review effectiveness of parent involvement actions and activities at schools*)

Title I, Part F, Section 1606 (a)(7) (*Comprehensive School Reform Grant Program parent involvement requirements*)

Title II, Part A, Section (a)(3)(B)(IV) (*preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions*)

Title I, Part A, Section 1112 (g) (*parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students*)

Title I, Part C, Section 1304 (b)(3) (*parent involvement and notifications in districts using Title I funds for the education of migratory children*)

Title I, Part A, Section 1114 (b)(2) (*eligible school that desires to operate a school wide program must develop a comprehensive reform plan*)

C.R.S. 8-13.3-101 *et seq.* (*leave for parental involvement in academic activities*)

C.R.S. 22-7-301 *et seq.* (*measures to increase parental involvement in public education*)

C.R.S. 22-7-407 (5) (*informing parents about standards-based education*)

C.R.S. 22-30.5-109 (*publicity regarding educational options*)

C.R.S. 22-32-142 (1) and (3) (*encouraging parental involvement policy and authorizing solicitation and use of gifts, grants and donations to implement parent involvement programs*)

CROSS REFS.: ADA, School District Goals and Objectives
AE, Accountability/Commitment to Accomplishments
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preprimary Education
IL, Evaluation of Instructional Programs
ILBA, District Program Assessment
ILBB, State Program Assessments
KBA, District Title I Parent Involvement Policy
KD, Public Information and Communications

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