

Parent Involvement in Education

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents. The Board recognizes the need for a constructive partnership between the District and parents that provides for two-way communication and fosters educational support for students and parents. In this policy, the word “parent” also includes guardians and other members of a student’s family involved in the student’s education.

In keeping with these beliefs, it is the intention of the District to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning.

To that end all District schools shall:

1. Consult with and encourage parents to share in school planning and in the setting of objectives through participating in building level accountability committees.
2. Help parents understand the educational process and their role in supporting student achievement.
3. Inform parents of school choices within the District, including but not limited to, information on open enrollment, choice programs and charter school options.
4. Provide opportunities for parents to be informed about their student’s progress toward attaining proficiency on state and District content standards through written materials and public meetings. Information shall explain how the student’s progress will be measured and how parents will be informed of such progress. This information shall also be provided to the building level and District accountability committees.
5. Provide appropriate avenues for parents to find support in their role.
6. Encourage formal organizations for parents at each school building as well as at the District level. The organizations shall receive information concerning District and school activities and shall have opportunities for input into District decisions as appropriate.

The Board also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs and sets forth the following specific requirements in policy KBA.

LEGAL REFS.: C.R.S. 22-7-101 through 22-7-107
C.R.S. 22-7-407 (5) Adoption of content standards by districts
C.R.S. 22-11-201 (4)(b)(l) Accreditation contract
C.R.S. 22-30.5-109 Charter schools – restrictions –
establishment – number
1 CCR 301-1, Rules 2202-R.2.01 (4)(j)
20 U.S.C. §6301 et seq.)
Title I, Part A, Section 1118)
Title I, Part A, Section 1114 (b)(1)(F)
Title I, Part A, Section 1115 (c)(1)(g)
Title I, Part A, Section 1116 (a)(1)(D)
Title I, Part F, Section 1606 (a)(7)
Title II, Part A, Section (a)(3)(B)(IV)
Title I, Part A, Section 1112 (g)
Title I, Part C, Section 1304 (b)(3)
Title I, Part A, Section 1114 (b)(2)

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 Program
ILBA, District Program Assessment
ILBB, State Program Assessments
KBA, District Title I Parent Involvement
KBE, Relations with Parent Organizations
KD, Public Information and Communications
KBC, Parent Involvement and Decision-making
KCA, School-community Relationship goals

Adopted January 14, 2004

St. Vrain Valley School District RE-1J, Longmont, Colorado