

District Title I Parent Involvement

Pursuant to federal law, the District and the parents of students participating in Title I District programs have jointly developed the following parent involvement policy. Title I District programs are established in elementary schools most highly impacted by poverty. The programs focus on students identified as most at-risk of failing to meet standards. The policy shall be implemented by the superintendent or designee, according to the timeline set forth in the policy and incorporated into the District's Title I plan.

Involvement with Title I Planning

The District shall hold an annual meeting for parents of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent involvement activities shall be used, and invite suggestions for improvement.

District Support for Parent Involvement

The District shall provide coordination, technical assistance, and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

This coordination, assistance, and support shall include:

- Designation of a part-time Title I Parent Involvement Coordinator
- Creation of a District Parent Advisory Council to provide advice on all matters related to parent involvement in programs supported by Title I funds
- Sharing of best practices from research and other schools
- Allocation of financial resources for parent involvement activities
- Coordination of parent involvement efforts across District programs

The District, with the assistance of parents, shall develop and implement a District professional development plan to enhance the skills of teachers, District support 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

Coordination of Parent Involvement Activities with Other District Programs

The District shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start and community preschool programs, Child Find, Homeless Program, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.

This coordination would include:

- Dissemination of written materials to parents regarding these programs
- Quarterly meetings of District personnel involved in these programs to coordinate parent involvement activities
- Parent seminars that are jointly designed and facilitated across programs

Student Learning

The District shall coordinate and integrate Title I parental involvement strategies with those of other educational programs in the District. The purpose of this coordination shall be to improve 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

These barriers will be reduced by:

- Translation of home communications into Spanish, as necessary
- Dissemination of materials in a variety of ways to address mobility issues
- Parent classes and seminars held in local community centers where transportation, childcare, and cultural/language barriers are reduced or eliminated
- Coordination of parent involvement activities at the school level by the Parent Contact Person

Engaging parents to improve student learning will be accomplished by:

- Advising parents of student progress on a regular basis
- Providing opportunities for parents to discuss their student's progress and to participate in decisions related to the student's education
- Providing assistance to parents in understanding such topics as District standards, state and local assessments, how to monitor their students; academic progress, and how to work with school staff to improve the achievement of students
- Providing materials and training to help parents work with their student to improve achievement

School-Based Parent Involvement Activities

Parents will be involved in activities in Title I schools through attention to each of these areas:

Communication

- School and District brochures and notices will be written in parent-friendly language
- Communication, in English and Spanish when needed, will be disseminated in as many ways as possible: brochures, letters, meetings, conferences, phone calls, homework hotlines, newsletters, progress reports, e-mail, Websites, etc.
- Parents Liaisons at each school will contact parents on a regular basis. Parent Liaisons communicate with parents in English and Spanish, attend conferences, and extend the communication between teachers and parents.
- Parent Liaisons also connect parents to the resources provided through the Homeless Program
- All learning plans (such as those developed under CBLA) will be translated into Spanish with copies available to parents
- All District standards and essential learning statements are posted on the District's Website

Parenting

- Title I funds a liaison to community resources to offer parenting classes and advocacy classes, particularly to Latino parents
- Title I schools coordinate the advertisement and promotion of these classes
- This outreach effort engages parents in their student's education

Student Learning

- All Title I schools have extensive home reading programs. Parent Liaisons at each school support the program and communicate regularly with parents regarding their children's participation in the program
- Title I schools hold annual meetings to inform parents of the school's participation in Title I, the requirements of Title I, and the rights of parents to be involved
- Parents will learn how and why their child was selected for the Title I Program/ Literacy Lab
- Parents will be informed about the goals and purpose of Title I, the curriculum used in the program, the academic assessments used to measure student progress, and the proficiency levels student are expected to meet
- The MESA Project (Mathematics, Engineering, and Science Achievement targeting economically disadvantaged, minority, and woman students) has a substantial parent involvement component

Volunteering

- Many schools have Parent Volunteer Rooms and/or a Parent Volunteer Coordinator who makes volunteers feel welcome and coordinates their activities
- Parent Libraries make pertinent information/ books accessible to parents
- Schools recruit and train volunteers for practice reading programs
- Title I assists schools in training volunteers for practice reading

School Decision-Making and Advocacy

- All schools have Accountability Committees comprised of parents, community members, and school staff who focus on school decisions to increase student achievement
- All schools have parent organizations that foster parent participation in the school
- Parents are involved in the planning, review, and improvement of the Title I program at the school
- Schools will regularly seek input of parents at the school regarding the improvement of parent involvement activities and practices

Collaborating with the Community

- There are many community relationships with the School District (e.g., Save Our Schools, Adopt-a School, faith-based organizations) that provide human, financial, material, and social resources.
- The Title I Parent Involvement Coordinator works extensively with *El Comité* to develop advocacy classes, a Latino Leadership Cadre to empower Latino parents to participate as partners with schools, and Leadership Training for Narrowing the Achievement Gap
- These efforts are coordinated with community outreach such as Casa Esperanza, and classes such as ESL classes through Adult Education.

Method of Communicating with Parents

All information related to school and parent programs, meetings and other activities should be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

- Written communications are sent in English and Spanish, where necessary, and disseminated in as many ways as possible: mail, newsletters, student folders, e-mail, Websites, etc.
- Schools staff engage with parents through informal communication such as telephone, home visits, personal contact
- Parents are invited to regularly scheduled parent-teacher conferences and Literacy Plan conferences, with translations provided when necessary.

Annual Evaluation

The District shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address 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 evaluation will include:

- Feedback from parents who are presently not engaged with the school
- Written surveys (including rating scales and open-ended responses) that will provide an inventory of current practices.
- Suggestions from a variety of sources as to how to improve and increase parent involvement

The District shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy.

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, teachers, 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. This compact, available in both English and Spanish, will be signed by Title I students and parents as well as all students on Literacy Plans.

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
KB, Parent Involvement in Education
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