

Parent Involvement Policy Requirements District and School

As required by Elementary and Secondary Education Act (Section 1118)

District Parent Involvement Policy	School Parent Involvement Policy/Plan
<p>Each Title I served district must:</p> <ul style="list-style-type: none"> • Develop jointly, agree on with and distribute to parents of Title I served students a written parent involvement policy that must be incorporated into the district’s policy developed under Section 1112. • Establish the district’s expectation for parent involvement. 	<p>Each Title I served school in a district must:</p> <ul style="list-style-type: none"> • Develop jointly, agree on with and distribute to parents of participating students a written parent involvement policy that describes the means for carrying out the policy requirements.
<p>Each Title I district will:</p> <p>A. Involve parents in–</p> <ul style="list-style-type: none"> ○ The joint development of the policy under Section 1112. ○ The process of school review and improvement under Section 1116. 	<p>Each Title I school will:</p> <p>A. Convene an annual meeting, at a convenient time, to which all parents of participating children must be invited and encouraged to attend to inform parents of their school’s participation in Title I, the requirements of the program, and the right of the parents to be involved.</p>
<p>B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing effective parent involvement activities to improve student academic achievement and school performance.</p>	<p>B. Offer a flexible number of meetings, such as in the morning or in the evening. Funds may be used to provide transportation, child care, or home visits, as the services relate to parent involvement.</p>
<p>C. Build the schools’ and parents’ capacity for strong parental involvement as explained in ESEA Title I, Part A Section 1118(e).</p>	<p>C. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide plan. If the school already has a process in place, it may use that process, if it includes an adequate representation of parents of participating children.</p>
<p>D. Coordinate and integrate parental involvement strategies with parent involvement strategies under other programs, such as:</p> <ul style="list-style-type: none"> ○ Head Start ○ Reading First ○ Early Reading First ○ Even Start 	<p>D. Provide parents of participating children:</p> <ul style="list-style-type: none"> ○ Timely information about Title I programs. ○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

<ul style="list-style-type: none"> ○ Parents as Teachers ○ Home Instruction ○ Preschool Youngsters ○ State-run preschools 	<ul style="list-style-type: none"> ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. If the schoolwide plan is unsatisfactory to the parents of participating children, submit parent comments when the school makes the plan available to the district.
<p>E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school served including:</p> <ul style="list-style-type: none"> ○ Identifying barriers to greater participation of parents in Title I-related activities, with particular attention to parents who are economically disadvantaged or disabled, and parents who have limited English proficiency, limited literacy, or any racial or ethnic minority background. Revise the policy where necessary to address ways to overcome identified barriers. 	<p>E. As a component of the school parent involvement policy development, each school served shall jointly develop with parents of served children a school-parent compact that outlines how:</p> <ul style="list-style-type: none"> ○ Parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. ○ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the state’s academic achievement standards. ○ Each parent will be responsible for supporting their children’s learning; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time. <p>The compact will also address the importance of communication between teachers and parents on an on-going basis through, at a minimum:</p> <ul style="list-style-type: none"> ○ Parent-teacher conference in elementary schools, at least annually, during which the compact must be discussed as it relates to the individual child’s achievement. ○ Frequent reports to parents on their children’s progress. ○ Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
<p>F. Involve parents in the activities of the schools served under this part. (Section 1118(a)(2) of ESEA)</p>	