

TITLE I PARENT INVOLVEMENT GUIDANCE

District Title I Parent Involvement

Districts must do the following under Title I-A, Sec. 1118 (a-h):

- ❖ Implement programs, activities and procedures in **meaningful consultation with** and for involvement of **parents** whose children are served through Title I-A.
- ❖ Jointly develop a written **district parent involvement policy** with the parents of children receiving Title I-A services (all children in a schoolwide program, only those children receiving Title I services in a targeted assistance program). This policy must be agreed upon by the parents and distributed in a format and language that the parents understand.
The written policy must describe how the district will:
 - ◆ Involve parents in the development of the district’s Title I plan and in the process of school review and improvement;
 - ◆ Provide assistance to schools in planning and implementing parent involvement activities to improve student achievement and school performance;
 - ◆ Build capacity for effective parental involvement in relation to improving student achievement;
 - ◆ Coordinate and integrate parental involvement strategies with other programs such as Head Start, Even Start, Reading First and district-run preschool programs;
 - ◆ Evaluate annually, with Title I parents, the content and effectiveness of the parental involvement policy — identify barriers to greater participation by parents, especially parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migratory, or of any racial or ethnic minority — and use such information to create more effective strategies for parent involvement; and
 - ◆ Involve parents in Title I school activities.
- ❖ Ensure that each Title I school develops and distributes a written school parent involvement policy and a parent-school compact.
- ❖ Reserve at least 1% of its Title I-A allocation (if the I-A allocation is at least \$500,000) to support the above activities as well as promoting family literacy and parenting skills. Parents shall participate in determining how the monies are allotted for parental involvement activities. Not less than 95% of this money shall be distributed to schools.

Note: the term “policy” does not imply that either a school or district level parent involvement policy must be adopted by the school board. Districts may choose to formally adopt the district policy, while schools may create parent involvement “plans” or “strategies” as long as the required elements are present.

Title I School Parent Involvement

In establishing a school parent involvement policy, under Title I-A, Sec. 1118 (b-f) the **Title I school must:**

- ❖ Develop jointly with parents a **school parent involvement policy** that describes how the school will provide information to parents and build capacity for parent involvement as described below. Distribute policy to parents of participating children in a format and language (if practicable) that is understandable to them.
 - ◆ If school has an existing policy, the school may amend it to meet the below requirements for Title I
 - ◆ If the district has a school-district level parental involvement policy that applies to all parents, it may be amended to meet the below requirements.
- ❖ Each Title I school must:
 - ◆ Convene an **annual meeting** to inform the parents of the school's participation in Title I, the requirements of Title I and their rights.
 - ✧ The meetings must be at a convenient time, with a flexible number of meetings, involve the parents in an organized, ongoing and timely way to plan, review, and improve the Title I programs.
 - ◆ Jointly develop with parents a **school-parent compact** that outlines how parents, the school staff, and students will share responsibility in helping children achieve the State's high standards. (For sample school-parent compacts, see <http://www.eed.state.ak.us/nclb/KeyComponentsNCLB.html>.) The school-parent compact must:
 - ✧ Describe school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state's high academic achievement standards;
 - ✧ Provide ways in which each parent will be responsible for supporting their child's learning such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom, and participating in decisions relating to the education of their child, as appropriate;
 - ✧ Provide ways students (as appropriate to age) will be responsible for their own learning;
 - ✧ Address the importance of communication between teacher and parents on an ongoing basis through parent-teacher conferences, frequent reports on their child's progress and reasonable access to staff through volunteering and participating in their child's classroom as well as observing in the classroom.

Note: Schools are encouraged to discuss school-parent compacts at parent-teacher conferences and may contain signatures of the parties, but are not required to be signed by parents or students.

- ◆ **Build capacity for parent involvement by:**
 - ✧ Providing assistance to parents in understanding such topics as the State’s academic content standards and how to monitor a child’s progress and work toward improving the child’s achievement;
 - ✧ Providing materials and training to help parents work with their children to increase their child’s achievement, such as literacy and use of technology;
 - ✧ Educating all staff in the value and utility of parental contributions and how to reach out, communicate and work with them as equal partners;
 - ✧ Coordinating and integrating, to the extent feasible, parent involvement programs and activities with Head Start, Even Start, Reading First, district-run preschool programs and others; and
 - ✧ Ensuring information about school and parent programs, meetings and other activities are in a format and language (if practicable) that is understandable to parents.
- ◆ Ensure, to the extent possible, that **all parents have the ability to participate** (limited English proficiency parents, parents with disabilities, parents of migratory children) including providing information and school reports in a language parents understand.
- ◆ If the school or district’s Title I plan is not satisfactory to the parents, the district must submit any comments along with the NCLB application to the EED.

Links to Sample School-Parent Compacts:

- ◆ SAMPLE school-parent compacts for Alaska elementary, middle, and high schools
<http://www.eed.state.ak.us/nclb/KeyComponentsNCLB.html>
- ◆ Tip Sheet: Linking a School-Family Compact to Learning
http://www.ncela.gwu.edu/oela/summit2004/PDFs/Anne_HendersonDOC2.pdf
- ◆ SAMPLE Home School Compact - Blank
<http://teacherweb.com/TN/WestwoodHighSchool/AprilSmith/ap1.stm>
- ◆ SAMPLE Home School Compact – Robert R. Gray Elementary
<http://www.responsiveeducation.org/pdf/compactGray.pdf#search=%22home%20school%20compact%22>
- ◆ SAMPLE Home School Compact – San Diego
http://studata.sandi.net/accountability/SSC/HomeSchool_Compact_Sample.pdf#search=%22home%20school%20compact%22