

NOTE: All school districts receiving Title I funds are required by law to adopt a policy on parent involvement. The district and parents of students participating in Title I programs must meet, discuss and jointly develop the content of this policy to cover the specific legal requirements mentioned below.

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. 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. This meeting may take place during UIP planning meetings or regularly scheduled district or school accountability committee meetings.

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 for school based parent involvement shall include:

- The designation of a school parent Involvement coordinator (school principal)
- The inclusion of parents on district and school advisory committees such as the district accountability committee, the school accountability committees, and other district or school wide committees to provide advice on all matters related to parent involvement in programs supported by Title I funds
- Develop district protocols to increase parent involvement in district and school related activities such as PTA, PTO, and the Booster Club
- Background checks on all volunteers
- Parent, community or staff training as needed

The district, with the assistance of parents, shall develop and implement a district professional development plan to enhance the skills of 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 such as PTA, PTO, and Watch Dogs
- 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, the Colorado Preschool Project, the Teddy Bear Preschool, and conduct activities that encourage and support parents in more fully participating in the education of their students.

- The district will operate and support a high quality preschool cooperative between paying patrons, Head Start, and The Colorado Preschool Project including the parent in-kind service component
- The district will meet regularly with all department heads including the Teddy Bear Preschool to coordinate efforts to increase parent involvement
- The Teddy Bear Preschool and Dolores Elementary School will maintain a parent information center

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

The district shall:

- Conduct regular parent surveys to solicit input on current topics of interest/concern
- Provide childcare during district and building level committee activities involving parents where feasible
- Schedule, district and building level committee activities at times convenient to working parents
- Offer transportation or home visits as needed via the school counselors and/or social workers to facilitate parent involvement in their child's education
- Provide translators for parents with limited English proficiency, deafness, or other special needs
- Connect parents with support organizations such as San Juan Board of Cooperative Services, the PEAK parent center, Community Connections, Four Corners Association for Gifted and Talented (4CAGT), and Axis Mental Health as needed

- Provide annual parent and teacher trainings addressing academic and social emotional development with input from parent groups such as the PTA, PTO, and school accountability committees
- Invite parents from different sub groups to become members of the PTA/PTO, school booster clubs, district and school accountability committees, and any other parent committee.

The district shall provide to parents, as appropriate, information to help them understand 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. The district shall develop written materials and training for staff to help parents work with students to improve student achievement.

- Each school shall establish an accountability committee composed of parents, teachers, and administrators
- The school accountability committee will develop/review the parent school compact identifying the roles of parents, students, and the school in fostering student achievement
- The school will schedule and provide regular opportunities for parents and teachers to collaborate regarding student achievement
 - Each school will hold parent teacher conferences twice annually to inform parents of their child's progress during the school year.
 - Each school will schedule student team meetings at times convenient to parents when developing Multi-tiered System of Support plans such as Read Plans, Individual Literacy Plans, Advanced Learning Plans, 504 Plans, and Response to Intervention Plans
 - Each school shall allow ample opportunity during team meetings for parents to provide meaningful input and contribute to plan development
- All state and district assessment results shall be shared with parents as soon as the results are available
- The district shall provide annual parent and teacher trainings addressing academic and social emotional development with input from parent groups

School-based parent involvement activities

- The school shall provide periodic parent and teacher trainings addressing areas of parental interest or concern such as academic and social emotional development

- The school shall incorporate current district and state assessment results on the quarterly progress reports
- The school shall mail home annual state testing results when they are made available in August
- The school shall maintain a PTA/PTO, an accountability committee, and include parents in other school committees such as gifted and talented and Positive Behavior Intervention Support (PBIS) teams to the greatest extent possible
- The school will strive to maintain a balanced membership on all school wide committees including:
 - Economically disadvantaged:
 - Parents of children with disabilities:
 - Have limited English proficiency:
 - Are of any racial or ethnic minority backgrounds
 - Parents of migratory children

Parent Involvement Standards by the National Parent Teacher Association:

- *Communicating – communication between home and school is regular, two-way and meaningful*
- *Parenting – parenting skills are promoted and supported*
- *Student learning – parents play an integral role in assisting student learning*
- *Volunteering – parents are welcome in the school, and their support and assistance are sought*
- *School decision making and advocacy – parents are full partners in the decisions that affect children and families*
- *Collaborating with the community – community resources are used to strengthen schools, families and student learning*

Method of communicating with parents

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand. Current information will be made available to parents through the school newsletters, building level signage, the district and school websites, and the elementary Galloping Goose envelopes.

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

The district shall provide such other reasonable support for parental involvement activities as parents may request.

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.

Adopted: May 15, 2003

Revised: March 2010, December 2012, July 2014

LEGAL REFS.: C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)

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) (*Schoolwide 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 schoolwide program must develop a comprehensive reform plan)*

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 Assessments
ILBB, State Program Assessments
KD, Public Information and Communications

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