

## **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 and family engagement policy to establish the district's expectations and objectives for meaningful parent and family engagement. 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 and families 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 and family engagement activities shall be used, and invite suggestions for improvement.

### **District support for parent and family engagement**

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for effective parent and family engagement activities to improve student academic achievement and school performance.

This coordination, assistance and support shall include:

- the district will annually appoint Title I staff members as the "district's parent and family engagement coordinators"
- the district will appoint annually a district parent advisory council to provide advice on all matters related to parent and family engagement in programs supported by Title I funds
- the district Title I staff will consult annually with the Title I parent advisory council regarding annual goals to improve parent and family engagement in the Title I program.
- the district, at least annually, will allocate resources on an as needed basis for parent and family engagement activities beyond the minimum annual legal requirements
- the district will support the attendance of staff in teacher development training and parents in parental growth and development experiences

through various means including but not limited to released time and financial resources

- designating other district support for parent and teacher development and training as needed

### **Coordination of parent and family engagement activities with other district programs**

The district shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant federal, state, and local laws and programs (including public preschools), and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.

All written communication to parents of students involved in the programs outlined above will be coordinated by the district Title I parent and family engagement coordinator. The district will require, at a minimum, quarterly meetings of the staff involved in these programs to ensure coordination of effort in parent and family engagement activities.

### **Student learning**

The district shall coordinate and integrate Title I parent and family engagement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the school served, including identifying challenges 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 Title I parent and family engagement coordinator will document information gleaned from district staff involved in with other educational programs. This effort will be used to identify any perceived challenges in accessing district programs by parents who fit any of the descriptions outlined above.

The district shall provide to parents, as appropriate, information to help them understand the district's academic standards, state and district 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 provide, but not be limited to, providing support and training in the following areas; basic literacy skills, technology skills, Colorado State content standards, how to monitor state and local academic assessments, on an as needed basis. Needs will be determined via parent surveys and other parental input.

### **School-based parent and family engagement activities**

Parent involvement is an important component of an effective school. Being a small rural school and community allows for a great deal of interaction and communication with parents. This occurs because of many varieties of school and community activities that frequently bring teachers, parents, and students in contact with each other.

Our district will encourage parents to collaborate with the district and the school by:

- promoting and supporting parenting skills for parents in need
- enabling parents to become volunteers at school at all levels
- soliciting parents as full partners in the decisions that affect children and families of district schools
- insuring that communication between home and school is regular, two-way and meaningful
- encouraging parents to play an integral role in assisting student learning
- welcoming parents in the school and seeking and supporting their assistance
- promoting community collaboration to utilize resources 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.

Communications and information will be shared with parents in the following ways:

- in the fall of each school year the district will prepare and disseminate a report to all parents of children attending the school, showing how the school did on CSAP compared to the state and whether the district has been identified for school improvement

- if the district is identified for school improvement, letters will then be distributed to parents explaining CHOICE (transportation, supplemental educational services)
- A copy of the School/Parent Compact will be distributed to parents
- parent meetings are to be scheduled near the beginning of the year to discuss the Title I Program as well as other services available to help students improve achievement
- by encouraging parent/school compacts
- workshops, in-services, speakers and programs may be provided to help meet the needs of parents promoting an open door policy for parents and/or families to visit the school, the Title I program as well as other programs outlined in this policy
- parent-teacher conferences will be scheduled regularly through the year to meet with parents to discuss the needs and progress of each individual student
- informal communications throughout the year; telephone, contact with parents through various school activities (sports, concerts, assemblies, etc.).

### **Annual evaluation**

The district shall conduct, with the meaningful involvement of parents and family members, 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 address the needs of parents with family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The evaluation shall specifically address challenges 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 evidence-based strategies for more effective parent and family engagement and to revise, if necessary, this policy.

The district shall provide such other reasonable support for parent and family engagement activities as parents may request.

### **Development of school-level Title I parent engagement policy**

The policy shall contain a district-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 district and parents will build and develop a partnership to help students.

Adopted: September 15, 2004

Revised and recoded: May 18, 2011

Revised: August 2016

Revised: July 18, 2018

LEGAL REFS.: C.R.S. 22-11-101 *et seq.* (Education Accountability Act of 2009)  
20 U.S.C. §6301 *et seq.* (Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act)  
Title I, Part A, Section 1118 (Title I parent involvement requirements)  
Title I, Part A, Section 1115 (b)(2)(E) (Targeted Assistance Program must include parent involvement strategies)  
Title I, Part A, Section 1116 (a) (parent and family engagement policy)  
Title I, Part A, Section 1112 (parent role in the development of district Title I plan)  
Title I, Part C, Section 1304 (3) (parent involvement in projects and programs 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 plan with involvement of parents and other community members)

CROSS REFS.: ADA, School District Goals and Objectives  
AE, Accountability/Commitment to Accomplishments  
AEA, Standards Based Education  
IHBIB, Primary/Preprimary Education  
IKA, Grading Assessment Systems  
KD, Public Information and Communications