

Title I Parent Involvement

Pursuant to federal law, Mapleton Public Schools (the “District”) and the parents of students participating in Title I District programs (hereafter referred to as "parents") 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/ Unified Improvement Plan.

Involvement with Title I Planning

Each school within the District shall hold an annual meeting for parents, staff and school directors of schools receiving Title I funds, and other interested persons to discuss the school / Title I program plan, review implementation of the plan, discuss how funds - including 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:

- A bilingual parent liaison for each school site;
- Support from the district parent liaison to develop District protocols for appropriate roles for community based organizations and businesses in parent involvement activities; and
- The DAAC shall serve as the Parent Involvement subcommittee to work with schools to provide input on programs including those supported by Title 1 funds.

The District and the Parent Involvement subcommittee will work with parent coalitions to plan appropriate workshops to enrich parent involvement in schools, and to enhance the skills of teachers, support personnel, school directors 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; and building ties between parents and schools.

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 other District initiatives such as Academic Parent Teacher Teams (APTT), pre-school programs, any summer programming, and parent resource centers. The District will conduct activities that encourage and support parents in

more fully participating in the education of their students. The District will assist schools in planning regularly scheduled parent activities. The District requires schools to conduct parent activities and supports schools by publicizing and promoting such activities.

Student Learning

The District shall coordinate and integrate 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, including parents who:

1. Are economically disadvantaged
2. Have disabilities
3. Have limited English proficiency
4. Have limited literacy
5. Are of any racial or ethnic minority background
6. Are parents of migrant children

The District will regularly request parent feedback via surveys and questionnaires in order to identify barriers to parent involvement. The DAAC will work with District staff to use the information to assist in overcoming barriers. Every school has access to translation equipment so that translation services may be provided at school and District events. All communication targeted to parents is delivered in English and Spanish. Every effort will be made to ensure representation of all subgroups in parent meetings, groups, and activities. The District will work with other community agencies to provide assistance based on identified parent needs.

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.

The District will provide regular updates to parents in its publications about school readiness and the importance of parent support at home. The District will provide parents with written materials about the school curriculum. These documents are provided in English and Spanish. The District will also provide opportunities for parents to further their education through classes such as English as a Second Language, GED, and Adult Basic Education, when feasible.

School-Based Parent Involvement Activities

The schools will hold regularly scheduled parent activities designed to engage parents in the school community. The District/school will provide workshops to enhance family literacy with the goal of improving academic achievement.

The District will implement the following framework for parent involvement:

- 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 to provide support and assistance;
- 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.

Annual Evaluation

The District shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the strategies per 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 migrant 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 a School-Level Title I Parent Involvement Plan

Each school receiving Title I funds shall jointly develop with and distribute to parents, a written School-Level Title I Parent Involvement Plan through the School Unified Improvement Plan, agreed upon by the parents in accordance with the requirements of federal law.

The plan 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. At a minimum, the compact shall include the provisions contained in the sample exhibit (KBA-E).

Adopted January 22, 2013, by the Board of Education for Mapleton Public Schools.

LEGAL REFERENCES:

C.R.S. §§ 22-7-107 through 22-7-101 (*Educational Accountability Act of 1971*)

C.R.S. § 22-7-407(5) (*informing parents about standards-based education*)

C.R.S. § 22-11-201(4)(b)(1) (*accreditation contract must bind district to administer community involvement, including processes for parents*)

C.R.S. § 22-30.5-109 (*publicity regarding educational options*)

1 CCR 301-1, Rules 2202-R.2.01(4)(j) (*accreditation contract must include goals and processes for informing and involving parents, families, community, and accountability committees*)

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 I, 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 notification in district 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 school-wide program must develop a comprehensive reform plan*)

CROSS REFERENCES:

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

KD: Public Information and Communication