

INDEPENDENT SCHOOL DISTRICT 196  
Rosemount-Apple Valley-Eagan Public Schools  
*Educating our students to reach their full potential*

Series 801.8AR Adopted December 1986 Revised February 2007

Title Title I, Parental Involvement

**1. Parental Involvement Policy at the District Level**

- 1.1 The district will develop jointly with, agree on with and distribute to parents of children participating in Title I, a written parent involvement policy that will be incorporated into the school district's plan developed under Section 1112 of Title I, establish the district's expectations for parent involvement, and describe how the district will do the following:
  - 1.1.1 Involve parents in the joint development of the Title I plan (grant application) and the process of school review and improvement;
  - 1.1.2 Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
  - 1.1.3 Build the schools' and parents' capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school, parents and the community to improve student academic achievement;
  - 1.1.4 Coordinate and integrate parental involvement strategies for Title I with parental involvement strategies under other programs (such as Head Start, Even Start, the Parents as Teachers Program, Reading First program, Early Reading First program, home instruction programs for preschool children and state-run preschool programs), and
  - 1.1.5 Conduct, with the involvement of parents, an annual evaluation of the content and the effectiveness of the parental involvement policy in improving the academic quality of the schools served by Title I, including the following:
    - 1.1.5.1 Identifying barriers to greater participation by parents in activities authorized by Title I, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and
    - 1.1.5.2 Use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
  - 1.1.6 Involve parents in the activities of the schools served through Title I.
- 1.2 A district-level parental involvement policy that applies to all parents may be amended to meet these requirements.
- 1.3 The district may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

**2. Parental Involvement Policy at the Target School Level**

- 2.1 Each Title I target school shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy agreeing with requirements of the district parental involvement policy. (If the target school has a parental involvement policy that applies to all parents, this policy may be amended to meet the requirements.)

- 2.1.1 Parents shall be notified about the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.
- 2.1.2 The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- 2.2 If the Title I plan is not satisfactory to the parents of participating children, any parent comments shall be submitted by the school district with the plan to the state.
- 2.3 Each target school shall take the following actions:
  - 2.3.1 Convene an annual parent meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, to explain the requirements and to inform parents of their right to be involved;
  - 2.3.2 Offer a flexible number of alternative meetings and funds (provided through Title I) for transportation, child care or home visits as such services relate to parental involvement;
  - 2.3.3 Involve parents in an organized, ongoing and timely way in the planning, review and implementation of school-based Title I programs;
  - 2.3.4 Provide parents of participating children with the following:
    - 2.3.4.1 Timely information about Title I programs;
    - 2.3.4.2 A description and explanation of the curriculum in use at the school, forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet, and
    - 2.3.4.3 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 respond to any such suggestions as soon as practicably possible.
  - 2.3.5 Jointly develop the school-parent compact (as described in federal law) that outlines how parents, the entire school staff and students will share the responsibility for improved student 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 compact shall do the following:
    - 2.3.5.1 Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the state's student academic achievement standards;
    - 2.3.5.2 Describe the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
    - 2.3.5.3 Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- 2.3.5.3.1 Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;
  - 2.3.5.3.2 Frequent reports to parents on their children's progress, and
  - 2.3.5.3.3 Reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- 2.3.6 Provide parents with an understanding of such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of the law, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- 2.3.7 Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and technology, as appropriate, to foster parental involvement;
- 2.3.8 Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- 2.3.9 To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the home instruction programs for preschool children, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities such as parent resource centers that encourage and support parents to more fully participate in the education of their children;
- 2.3.10 Develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- 2.3.11 Conduct other activities, such as parent resource centers and providing opportunities to learn about child development and child-rearing issues (such as Community Education activities);
- 2.3.12 Ensure information sent home is in the language used in the home;
- 2.3.13 Ensure parents with limited English proficiency or disabilities have access to parent involvement activities;
- 2.3.14 May involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training;
- 2.3.15 May provide necessary literacy training from Title I funds if all other reasonably available sources of funding for such training have been exhausted;
- 2.3.16 May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- 2.3.17 May train parents to enhance the involvement of other parents;

- 2.3.18 May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
  - 2.3.19 May adopt and implement model approaches to improving parental involvement, and
  - 2.3.20 Shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- 2.4 To enhance communications between the school and parents or guardians of Title I students, schools shall take the following actions:
- 2.4.1 Promptly notify parents or guardians of the selection of a student for Title I services and the rationale for the selection;
  - 2.4.2 Explain to parents or guardians the specific instructional objectives for their child;
  - 2.4.3 Report to parents or guardians on their child's progress, and
  - 2.4.4 Provide materials and suggestions to help parents and guardians promote the education of their children at home.

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**References:** - Section 1118, Title I of Public Law 107-110, 2001