

TITLE I PARENTAL INVOLVEMENT

I. PURPOSE

To comply with all pertinent mandates of state and federal regulatory standards which require that all parents have access to various levels and types of parental involvement activities with no person excluded based on race, religion, creed, gender, socio-economic status, physical impairment or age.

II. SCOPE

This policy applies to all Title I schools within Shelby County Schools.

III. POLICY STATEMENT

GENERAL EXPECTATIONS

Shelby County Schools agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 (see link below) of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement plans meet the requirements of section 1118 of the ESEA and include, as a component, a school-parent compact which complies with section 1118.

- The school district will incorporate this district wide parental involvement policy (7009 Family Engagement) into its plan developed under section 1112 (see link below) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 (see link below) of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the local educational agency parental involvement plan is not satisfactory to parents of participating children, the district will submit any parent comments with the plan when the district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State, when such center operates within the State.
1. Shelby County Schools will develop jointly with, and distribute to, parents of participating children a written parent involvement policy which complies with ESEA section 1118.
 2. Shelby County Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Ensure access to school administration and maintain effective two-way communications between the schools and home using multiple communication paths. Strategies may include, but are not limited to, regular parent meetings (e.g., parent organization meetings) to discuss strategies to improve student achievement and engagement and providing families with access to student learning materials in order for families to assist students in meeting their educational goals.
 - Promote out of school time learning and encourage parents to be involved and support learning at home with their children on homework and other curriculum-related activities and decisions. Strategies may include, but are not limited to training on state content standards and assessments.
 3. Shelby County Schools will coordinate and integrate Title I parental involvement strategies with parental involvement strategies of Head Start and other preschool programs by distributing and sharing information with these programs concerning school and district events and activities for parents in order to support student learning and promote academic achievement.
 4. Shelby County Schools will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement

activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. Shelby County Schools will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. By undertaking the actions described in this paragraph, the school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- i. the State's academic content standards,
- ii. the State's student academic achievement standards,
- iii. the State and local academic assessments including alternate assessments,
- iv. the requirements of Part A,
- v. how to monitor their child's progress, and
- vi. how to work with educators:

- Provide workshops for parents and school/district employees, family support programs, and professional development opportunities.
- Hold annual training for leaders of parent organizations to promote leadership development and discuss policies and district initiatives in accordance with the law.
- Ensure access to school administration and maintain effective two-way communications between the schools and home using multiple communication paths. Strategies may include, but are not limited to, regular parent meetings (e.g., parent organization meetings) to discuss strategies to improve student achievement and engagement and providing families with access to student learning materials in order for families to assist students in meeting their educational goals.

- Promote out of school time learning and encourage parents to be involved and support learning at home with their children on homework and other curriculum-related activities and decisions. Strategies may include, but are not limited to training on state content standards and assessments.
- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Ensuring access to school administration and maintaining effective two-way communications between the schools and home using multiple communication paths. Strategies may include, but are not limited to, regular parent meetings (e.g., parent organization meetings) to discuss strategies to improve student achievement and engagement and providing families with access to student learning materials in order for families to assist students in meeting their educational goals.
 - Promoting out of school time learning and encouraging parents to be involved and support learning at home with their children on homework and other curriculum-related activities and decisions. Strategies may include, but are not limited to training on state content standards and assessments.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Developing personal relationships with and create a respectful atmosphere for parents and families. Strategies may include, but are not limited to workshops for parents and school employees, family support programs, and professional development opportunities.
 - Providing workshops for parents and school/district employees, family support programs, and professional development opportunities.

- Holding annual training for leaders of parent organizations to promote leadership development and discuss policies and district initiatives in accordance with the law.
- D. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Translate and distribute/post certain district documents; provide a set of commonly translated document templates and translation tools for schools to use to translate custom documents.
 - Communicate regularly with parents through various means including but not limited to community forums, email blasts, web page updates, flyers, and other forms of print and electronic media.
 - Provide opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children. Strategies may include, but are not limited to ensuring to the extent possible that information related to school and parent meetings and other programs and activities are translated and ensuring ADA access to buildings.
 - Provide information and school reports in a format and, to the extent practicable, in a language parents understand. Strategies may include, but are not limited to regular communication through Open Houses, web page updates, emails, flyers, other forms of print and electronic media, etc.

IV. RESPONSIBILITY

- A. Principals are responsible for ensuring that school-level Title I requirements are adhered to and implemented at their schools.
- B. The Superintendent (or designee) is responsible for ensuring that information is available on the Title I status of schools and individual students, including making information available to parents regarding their child's Title I status.
- C. The Superintendent is responsible for ensuring that this policy is implemented.

Legal References:

1. 20 U.S.C.A. § 6318
<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>
2. Elementary and Secondary Education Act (ESEA)
<http://www2.ed.gov/policy/elsec/leg/esea02/index.html>

Cross References:

1. 7009 Family Engagement