

Title I Parent Involvement

The Board of Education strongly supports goals for parent involvement of Title I students and encourages those parents' participation in all components of that program.

As a requirement of federal law, a written parent involvement policy was developed jointly by parents and members of the Pupil Personnel Services staff. The plan will be distributed to parents of the students participating in Title I programs. An annual meeting for Title I parents will give them the opportunity to join in the development, design, operation, and evaluation of the Title I program for the next school year. Strategies will be presented to complete the conditions as required for parent involvement.

Consequently, three meetings beyond the annual meeting will be held with Title I parents to convey the following:

- Information about programs provided under Title I;
- A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- Offer suggestions to parents to support classroom learning at home and school;
- Provide opportunities for parents to have a voice in planning and decision making at both the school/district level.

Funding through Title I, if sufficient, can facilitate parent attendance at meetings by assisting in defraying costs of childcare and transportation.

Title I program parents receive from the school principal and Title I staff the eligibility criteria to be selected into the program. This also includes what areas of academic needs will be addressed and a description of the service to be delivered.

District Title I funded schools mutually develop with parents of Title I students a "School-Parent Compact" prescribing the way school staff, parents, and students share responsibility for improving student academic outcomes in meeting State standards.

The "School-Parent Compact" shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;

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The “School-Parent Compact” (continued)

- Indicate the ways in which each parent will be responsible for supporting their student’s learning, such as monitoring attendance, homework completion, monitoring television viewing, volunteering in the classroom, and participating, as appropriate, in decisions related to their student’s education and positive use of extra-curricular time; and
- Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

cf.: KBD – School-Community Relations – Parent Involvement
IICA – School Volunteers
IKA – Reporting Student Progress

Legal Reference: Improving America’s Schools Act,
P.L. No. 103-382, Sec. 1112 Local Education Agency Plans
Improving America’s Schools Act (IASA)
P.L. No. 103-382
P.L. No. 107-110, “No Child Left Behind Act of 2001”,
Title I – Improving the Academic Achievement of the Disadvantaged,
Sec. 1118.
Connecticut P.A. 00-220, Sec. 10-221 BOE to Prescribe Rules, Policies,
and Procedures
Connecticut P.A. 00-220, Sec. 10-223e State-Wide Education
Accountability Plan

Policy Approved: 12/15/03