

PARENTAL INVOLVEMENT IN TITLE I PROGRAMS

I. Introduction

- A. The New York Mills Union Free School District recognizes that the purpose of Title I funding is to improve the educational opportunities of educationally deprived children. The District therefore shall use Title I resources to help educationally deprived children succeed in regular district programs, attain grade level proficiency, and improve achievement in basic and advanced skills.
- B. The District also recognizes the importance of a parent's active participation in the education of his/her child. The District therefore shall involve parents of eligible children in the development and implementation of innovative programs and activities to ensure the delivery of appropriate educational services to eligible students.
- C. The purpose of this policy is to establish the District's expectations for parental involvement in Title I programs.

II. Definitions: For the purposes of this policy:

- A. The terms "student" and "child" shall mean a student eligible for Title I services in the District.
- B. Except where specifically noted in this policy, the term "parent" shall mean the parent/guardian of a student who is eligible for Title I services in the District.

III. District Obligations:

- A. The District will:
 - 1. Convene an annual meeting, to which all parents of participating children must be invited, to explain the programs and activities provided with funds available under I.
 - 2. At the beginning of each school year, notify the parents of each student attending a school which receives Title I money (even if their child is not in a Title I program) of their right to request and receive information regarding the following credentials of the professionals providing educational services to their children:
 - a. Whether their child's teacher is certified for the grade levels and subject areas in which the teacher provides instruction (or whether

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- the teacher is providing instruction under an exception to such qualifications).
- b. The relevant teacher's academic credentials and baccalaureate degree major.
 - c. The relevant classroom teacher's graduate certification (or degree) and the field of discipline of such certification (or degree).
 - d. Whether the child is receiving services from paraprofessionals and, if so, the qualifications of those paraprofessionals.
3. Involve parents in the joint development of:
 - a. The District's Consolidated Plan for ESEA funds (20 USCA 6212; Section 1112 of the *NCLBA*). If the plan is not satisfactory to parents, the District will submit any parent comments to the State when the District submits its plan to the State.
 - b. The process of using local academic assessment standards/indicators (20 USCA 6316; Section 1116 of the *NCLBA*).
 - c. School-wide specifically designed program(s) to address academic needs of low-income students (20 USCA 6314; Section 1114(b)(2) of the *NCLBA*). If the program(s) are not satisfactory to parents, the school will submit any parent comments on the program(s) when the school makes the program(s) available to the District.
 4. 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.
 5. Build the schools' and parents' capacity for strong parental involvement.
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6. Coordinate and integrate parental involvement strategies in Title I programs with parental involvement strategies under other programs (such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs).
 7. Conduct, with the involvement of parents, an annual survey and/or evaluation of the content and effectiveness of the parental involvement

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policy in improving the academic quality of schools receiving Title I funding.

- a. The District will identify barriers to greater participation by parents in Title I activities.
- b. The District will design or revise strategies to overcome such barriers.
- c. When designing or revising strategies to overcome such barriers, the District will pay particular attention to barriers faced by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or of any racial or ethnic minority background.

8. Involve parents in the activities of Title I schools and programs.
9. Jointly develop with parents the school-parent compact described by this policy.
10. Provide other reasonable support for parental involvement activities as parents may request.

B. The District may:

1. Use Title I funds to provide transportation, childcare, or home visits as such services relate to parental involvement.
2. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
3. Provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training.
4. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
5. Train parents to enhance the involvement of other parents.
6. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with

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children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

7. Adopt and implement model approaches to improving parental involvement.
8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
9. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

IV. Partnership With Parents:

- A. The District believes parents should be partners in their child's education. A parent's active and meaningful participation in his/her child's education increases the child's potential for educational success.
- B. To promote meaningful parental involvement, the District encourages parents:
 1. To attend and actively participate in the District's annual Title I meeting.
 2. To act as consultants who assist the District in completing periodic Title I grant applications.
 3. To assess and if necessary, help the District develop or revise its Title I programs.
 4. To play an integral role in their child's learning.
 5. To periodically assess and, if necessary, help the District revise this policy.
 6. To otherwise become active and full partners in their child's education.
- C. The District will fulfill its Parental Involvement obligations by:
 1. Offering a flexible number of meetings, such as meetings in the morning or evening.
 2. Involving parents in an organized, ongoing and timely way, in the planning, review, and improvement of Title I programs, including the planning review and improvement of this policy.
 3. Providing parents with timely information about Title I Programs.

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4. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
5. Providing requesting parents with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible.
6. Responding to suggestions made by parents as soon as practicably possible.
7. Building capacity for parental involvement by:
 - a. Providing assistance to parents, as appropriate, in understanding such topics as the State's academic content standards, State and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - b. Providing materials and training to help parents work with their children to improve their children's achievement.
 - c. Educating teachers, pupil services personnel, principals and other staff:
 - i. About the value and utility of parental contributions to education.
 - ii. So that they may develop skills to reach out to, communicate and work with parents as equal partners.
 - iii. So that they may implement and coordinate parent programs and work to build ties between parents and the school.
 - d. Coordinating and integrating, to the extent feasible and appropriate, parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs.

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- e. Conducting other activities, such as parent resource centers, which encourage and support parents in more fully participating in the education of their children.
- f. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- 8. Developing jointly with parents innovative programs, activities and procedures that have the goals and objectives outlined by this policy.
- 9. Informing parents of the reasons their children are participating in the program and of the specific instructional objectives and methods of the program.
- 10. Supporting the efforts of parents, and train parents, to the maximum extent practicable to:
 - a. Work with their children in the home to attain the instructional objectives of the program.
 - b. Understand the program's requirements.
- 11. Providing, to the extent practicable, opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- 12. Providing information and school reports required under section 1111 of the No Child Left Behind Act in a format and, to the extent practicable, in a language such parents understand.
- 13. Informing parents and parental organizations of the existence and purpose of any parental resource centers available to provide training, information or support to parents.
- 14. Scheduling student conference between parents and Title I teachers as necessary.

V. Annual Title I Meeting:

A. Notification:

- 1. At the beginning of the school year, the District will formally invite parents to attend the District's annual Title I meeting.

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2. The annual notification will be provided to parents in an understandable and uniform format and, to the extent practicable, will be provided in a language that parents can understand.

B. Purpose: The purpose of the District's annual Title I meeting is:

1. To inform parents of the general purpose of Title I funding and to further inform these parents of the reasons their children are participating in Title I programs.
2. To inform parents of the specific Title I programs, activities and services currently available to their children.
3. To inform parents of their right to be active participants in the education of their children.
4. To allow parents the opportunity to ask questions, make suggestions and have input into the District's Title I program.
5. To encourage parents to become active participants in the education of their children.

VI. Parent – School Compact

The District will jointly develop with parents a “Parent – School Compact” that outlines how parents, the entire school staff, and teachers will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help the children achieve state standards.

VII. Complaint and Appeal Process

- A. The District distributes to parents and appropriate private school officials, free of charge, information about the State Complaint and Appeal Procedures available for use when parents have complaints regarding the District's fulfillment of its obligations under ESEA Title I, Parts A, C, and D, or under the General Education Provisions Act, or under Section 100.2(ee) of the Commissioner's Regulations.
- B. A complaint regarding the District's administration or implementation of its ESEA Title I Grant, or of Academic Intervention Services for students identified under Commissioner's Regulations Part 100 must be submitted in writing to the Superintendent.
 1. The District will attempt to resolve the complaint within thirty (30)

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business days.

2. If the parent making the complaint is not satisfied with the District's response after thirty (30) business days, the parent may submit the complaint to the Title I School and Community Services Office, Room 365 EBA, New York State Education Department, 89 Washington Avenue, Albany, New York 12234.

VII. Accessibility:

To the extent practicable, the District will provide full opportunities for participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and reports in a format and, to the extent practicable, in a language parents understand.

IX. Incorporation:

This policy shall be incorporated into the District's Local Educational Agency Plan under Section 1112 of the No Child Left Behind Act.

X. Policy Development, Distribution, Revision and Review:

- A. This policy was developed jointly with, and is agreed to by parents. This policy is subject to periodic review and/or revision with help from parents.
- B. This policy will be distributed to parents in a format understandable to them, and, to the extent practicable, in a language they can understand.
- C. This policy will be made available to the local community.

New York Mills Union Free School District

Legal Ref: The Elementary and Secondary Educational Act of 1965; Hawkins-Stafford Act of 1988, P.L. 100-297; Section 1118 of The No Child Left Behind Act of 2001, P.L. 107-110.

Adopted: 10/03/95

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