

## **Instruction**

### **TITLE I PARENT INVOLVEMENT**

**6172.4(a)**

The Board of Education endorses the parent or guardian involvement goals of Title I and encourages the regular participation by the parent or guardian of Title I<sup>1</sup> eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parent or guardian, school, and community.

Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to the parent or guardian of children participating in the Title I program a written parent or guardian involvement policy.

At the required annual meeting of Title I parents or guardians, the parent or guardian will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental or custodial involvement.

In addition to the required annual meeting, at least three (3) additional meetings shall be held, at various times of the day and/or evenings, for the parent or guardian of children participating in the Title I program. These meetings shall be convened by the building administrator of each Title I school to provide the parent or guardian with:

- 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;
- opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- the opportunity to bring parent or guardian comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent or guardian attendance at meetings through payment of transportation and childcare costs.

The parent or guardian of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided.

---

<sup>1</sup> Title I is part of the Federal Elementary and Secondary Education Act (ESEA). It provides funds to school districts based on poverty data which is determined by the number of district students who are eligible for free or reduced-price lunch. The schools with the highest poverty data receive Title I funding for supplementary services to students needing additional educational support.

## **Instruction**

### **TITLE I PARENT INVOLVEMENT (continued)**

**6172.4(b)**

Opportunities will be provided for the parent or guardian to meet with the classroom and Title I teachers to discuss their child's progress. Parents or guardians will also receive guidance as to how they can assist in the education of their children at home.

Each school in the district receiving Title I funds shall develop, jointly with parents or guardians of children served in the program, a "School-Parent Compact" outlining the manner in which parents or guardians, school staff, and students share the responsibility for improved student academic achievement 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;
- indicate the ways in which each parent or guardian will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and
- address the importance of on-going parent-teacher communication with, at a minimum, parent-teacher conferences, frequent reports to the parent or guardian, and reasonable access to staff.

The Superintendent shall ensure that the District is in compliance with the provisions of Title I and the Every Student Succeeds Act. Manuals and handbooks shall comply with federal law as to the qualifications for instructional personnel. Parents/guardians of students in Title I schools shall be informed annually, at the beginning of each school year, of their right to request information about whether their child's teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived; and is teaching in the field of discipline of the certification of the teacher. The qualifications of services provided by paraprofessionals shall also be provided. Timely notices shall also be provided to parents/guardians that the student has been assigned or has been taught in a Title I school for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

**Instruction**

**TITLE I PARENT INVOLVEMENT (continued)**

**6172.4(c)**

Legal Reference:     Improving America’s Schools Act, PL 103-382, Sec. 1112 Local Education Agency Plans  
                          Improving America’s Schools Act (IASA), PL 103-382  
                          PL 107-110 “No Child Left Behind Act of 2001,” Title I - Improving the Academic Achievement of the Disadvantaged, Sec. 1118

Adopted 8/27/2004

Revised and Readopted 12/10/2024