

# FERNDALE AREA SCHOOL DISTRICT

SECTION: COMMUNITY

TITLE: TITLE I PARENTAL INVOLVEMENT

ADOPTED: FEBRUARY 19, 1997

REVISED: DECEMBER 3, 2003  
FEBRUARY 21, 2007

<p>1. Purpose</p> <p>2. Authority 20 U.S.C. Sec. 6318</p>	<p style="text-align: center;">918. TITLE I PARENTAL INVOLVEMENT</p> <p>The Board recognizes that parental involvement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents/<b>guardians</b> and community.</p> <p>In compliance with federal law, the district and parents/<b>guardians</b> of students participating in Title I programs shall jointly develop and agree upon a written parental involvement policy. When developing and implementing this policy, the district shall ensure the policy describes how the district will:</p> <ol style="list-style-type: none"> <li>1. Involve parents/<b>guardians</b> in the joint development of the district's overall Title I plan and the process of school review and improvement.</li> <li>2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.</li> <li>3. Develop activities that promote the schools' and parents'/<b>guardians'</b> capacity for strong parental involvement.</li> <li>4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law.</li> <li>5. Involve parents/<b>guardians</b> in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I.</li> <li>6. Identify barriers to participation by parents/<b>guardians</b> who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.</li> <li>7. Use findings of annual evaluations to design strategies for more effective parental involvement.</li> </ol>
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<p>20 U.S.C. Sec. 6318</p> <p>3. Delegation of Responsibility</p> <p>4. Guidelines 20 U.S.C. Sec. 6318</p>	<p>8. Involve parents/<b>guardians</b> in the activities of schools served under Title I.</p> <p>The Board shall adopt and distribute the parental involvement policy, which shall be incorporated into the district's Title I plan and shall be evaluated annually, with parental involvement.</p> <p>The Superintendent or designee shall ensure that the district's Title I parental involvement policy, plan and programs comply with the requirements of federal law.</p> <p>The building principal and/or Title I staff shall provide to parents/<b>guardians</b> of students participating in Title I programs:</p> <ol style="list-style-type: none"> <li>1. Explanation of the reasons supporting their child's selection for the program.</li> <li>2. Set of objectives to be addressed.</li> <li>3. Description of the services to be provided.</li> </ol> <p>The Superintendent or designee shall ensure that information and reports provided to parents/<b>guardians</b> are in an understandable and uniform format and, to the extent practicable, in a language the parents/<b>guardians</b> can understand.</p> <p>An annual meeting of parents/<b>guardians</b> of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents/<b>Guardians</b> shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents/<b>Guardians</b> shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.</p> <p>In addition to the required annual meeting, additional parent/<b>guardian</b> meetings shall be held at various times of the day and evening. At these meetings, parents/<b>guardians</b> shall be provided:</p> <ol style="list-style-type: none"> <li>1. Information about programs provided under Title I.</li> <li>2. 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.</li> <li>3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.</li> </ol>
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<p>Pol. 102</p> <p>PA Code Title 22 Sec. 403.1</p> <p>20 U.S.C. Sec. 6318</p> <p>Board Policy 102</p>	<p>4. Opportunities to submit parent/<b>guardian</b> comments about the program to the district level.</p> <p>If sufficient, Title I funding may be used to facilitate parent/<b>guardian</b> attendance at meetings through payment of transportation and child care costs.</p> <p>Opportunities shall be provided for parents/<b>guardians</b> to meet with the classroom and Title I teachers to discuss their child's progress.</p> <p>Parents/<b>Guardians</b> may be given guidance as to how they can assist at home in the education of their child.</p> <p><u>School-Parental Compact</u></p> <p>Each school in the district receiving Title I funds shall jointly develop with parents/<b>guardians</b> of students served in the program a School-Parental Compact outlining the manner in which parents/<b>guardians</b>, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:</p> <ol style="list-style-type: none"><li>1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards.</li><li>2. Indicate the ways in which parents/<b>guardians</b> will be responsible for supporting their children'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 extracurricular time.</li><li>3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents/<b>guardians</b>, and reasonable access to staff.</li></ol>
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