

**WINSLOW PUBLIC SCHOOLS
25 MESSALONSKEE AVENUE
WATERVILLE, ME 04901**

PARENT INVOLVEMENT IN TITLE I

The School Board endorses the parent/legal guardian involvement goals of Title I and encourages the regular participation by parents/legal guardians in all aspects of the school system's Title I programs.

For the purpose of this policy, "parents/legal guardians" includes other family members involved in supervising the child's schooling.

I. DISTRICT-LEVEL PARENT/LEGAL GUARDIAN INVOLVEMENT POLICY

In compliance with federal law, the school unit will develop jointly with, agree on with, and distribute to parents/legal guardians of children participating in the school system's Title I programs a written district-level parent/legal guardian involvement policy.

Annually, parents/legal guardians will have opportunities to participate in the evaluation of the content and effectiveness of the school unit's parent/legal guardian involvement policy and in using the findings of the evaluation to design strategies for more effective parent/legal guardian involvement and to make revisions to the policy.

II. SCHOOL - PARENT INVOLVEMENT POLICY

As required by law, each school in the school unit that receives Title I funds shall jointly develop with parents/legal guardians of children served in the program a school parent/guardian involvement policy, including "School-Parent Compact" outlining the manner in which parents/legal guardians, school staff, and students will share the responsibility for improved student academic achievement in meeting State standards. The school policy will be distributed to parents/legal guardians of children participating in the school's Title I programs.

The "School-Parent Compact" shall:

- A. 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;
- B. Indicate the ways in which parents/legal guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and positive use of extra-curricular time; and
- C. Address the importance of parent-teacher communication on an ongoing basis, with, at minimum, parent-teacher conferences, frequent reports to parents/legal guardians, and reasonable access to staff.

III. PARENT INVOLVEMENT MEETINGS

Each school receiving Title I funds shall convene an annual meeting to which all parents/legal guardians of eligible children shall be invited to inform them about the school's participation in Title I and to involve them in the planning, review, and improvement of the school's Title I programs and the parent involvement policy.

In addition to the required annual meeting, other meetings shall be held at various times of the day and/or evenings for parents/legal guardians of students participating in Title I programs.

These meetings shall be used to provide parents/legal guardians with:

- A. Information about programs the school provides under Title I;
- B. 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 level students are expected to meet;
- C. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- D. The opportunity to submit comments to the district level if they are dissatisfied with the school-wide Title I program.

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

IV. PARENT/LEGAL GUARDIAN RELATIONS

Parents/legal guardians of children identified for participation in a Title I program shall receive from the building principal and Title I staff an explanation of the reasons supporting their child's selection, a set of objectives to be addressed, and a description of the services to be provided. Parents/legal guardians will receive regular reports on their child's progress and be provided opportunities to meet with the classroom and Title I teachers. Parents/legal guardians will also receive training, materials, and suggestions as to how they can assist in the education of their children at home.

V. DELEGATION OF RESPONSIBILITY

The Superintendent/designee shall be responsible for ensuring that the school unit's Title I plan, programs, and parent/legal guardian involvement policies comply with applicable law and regulations and for developing administrative procedures, as needed, to implement this policy.

ADOPTED: 1986; **REVISED:** January 7, 1991; **REVISED:** May 21, 2003

REAFFIRMATION: February 27, 2012; **REAFFIRMATION:** 10/24/16

SOURCE: Board Policy

**WINSLOW PUBLIC SCHOOLS
DISTRICT TITLE I PARENT INVOLVEMENT**

This district-level policy has been developed jointly with (or: in cooperation with) the parents/legal guardians of students participating in the school unit's Title I programs. It provides an understanding of the shared responsibility of the school system and parents/legal guardians in improving students' academic achievement and school performance. The Superintendent/designee will be responsible for distributing this policy to parents/legal guardians of students participating in the school unit's Title I programs.

Because parent/legal guardian involvement is so important to a student's success in school, the School Board encourages regular participation by parents/legal guardians in all aspects of the school unit's Title I programs.

Winslow Public Schools provides opportunities for parent/legal guardian involvement that are aligned with the requirements of Title I programs set forth in law as follows.

- A. The school unit involves parents/legal guardians in the joint development of the school system's plan to help disadvantaged students meet challenging achievement and academic standards and in the process of school review and improvement by:
 1. Establishing a district-level Parent/Legal Guardian Advisory Committee with parent/legal guardian representatives from each building;
 2. Establishing effective and ongoing two-way communications between the school unit, staff, and parents/legal guardians;
 3. Developing a district-wide newsletter to communicate with parents/legal guardians about the school unit's Title I plan and to seek their input and participation; and
 4. Training staff to work more effectively with families with diverse cultural backgrounds and/or barriers such as illiteracy or limited English proficiency.

- B. The school unit provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent/legal guardian involvement activities to improve student academic achievement and school performance by:
 1. Providing information to parents/legal guardians about the system and various instruments that will be developed or used to monitor student progress;
 2. Providing district-level workshops to assist individual schools in planning and implementing improvement activities;

3. Holding training sessions for Parent/Legal Guardian Advisory Committee members so that there may be more effective liaisons between parents/legal guardians and schools; and
 4. Seeking input from parents/guardians in developing workshops that will help them become more effective partners with the schools in encouraging academic achievement.
- C. The school unit builds the capacity of schools and parents/legal guardians for strong parental involvement by:
1. Developing and disseminating a master calendar of district-wide meetings to discuss Title I issues, including evaluation of and suggestions for the district-level Title I policy;
 2. Engaging school Parent-Teacher Organizations (PTOs) to seek out and involve parents/legal guardians through their communications and informational meetings;
 3. Promoting cooperation between the school unit and other agencies or school/community groups to furnish learning opportunities, increase awareness of support services, and disseminate information regarding parenting skills and child/adolescent development; and
 4. Provide ongoing communication about opportunities to serve on the Parental Advisory Committee, volunteer in the schools, and learn how to work more effectively with their children to extend and reinforce learning and foster achievement.
- D. The school unit coordinates and integrates parent/legal guardian involvement strategies for Title I programs with those of other programs (such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-run preschool programs) by:
1. Involving school system and building representatives from other programs to assist in identifying specific population needs; and
 2. Sharing data between programs to assist in developing new initiatives to improve student academic achievement and school improvement.
- E. The school unit conducts, with the involvement of parents/legal guardians, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/legal guardians in activities authorized by this section (with particular attention to parents/legal guardians who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), using the findings of such evaluation to design strategies for more effective parent/legal guardian

involvement, and revising, if necessary, the parent/legal guardian involvement policies described in this section by:

1. Evaluating the content and effectiveness of the parent/legal guardian involvement policy through a variety of means such as surveys, workshops, focus groups, and informal meetings involving district and school administrators, teachers, and parents/legal guardians;
 2. Identifying and overcoming barriers to effective evaluation and input, e.g., language support for parents/legal guardians who do not speak English or have limited English proficiency, scheduling multiple meetings at various times of day or night, meeting in places accessible by public transportation, or providing a means of transportation; and
 3. Identifying potential policy changes and program improvements.
- F. The school unit involves parents/legal guardians in the activities of the schools served under Title I by:
1. Keeping parents/legal guardians informed of the objectives of the school unit's Title I programs;
 2. Providing communication and calendar information to alert parents/legal guardians of meetings or events and encouraging their participation;
 3. Providing central coordination for district, school, and PTO meetings and other events to create a master calendar to facilitate parent/legal guardian participation; and
 4. Promoting opportunities for parents/legal guardians as volunteers in the classroom and in school programs.

ADOPTED: May 21, 2003

AFFIRMATION: February 27, 2012; **REAFFIRMATION:** 10/24/16

**WINSLOW PUBLIC SCHOOLS
SCHOOL TITLE I PARENT INVOLVEMENT**

This school policy has been developed jointly with (or: in consultation with) the parents/legal guardians of students participating in Title I programs at the Winslow Public Schools. It includes a "School-Parent Compact" that outlines the manner in which parents/legal guardians, school staff, and students will share the responsibility for improved student academic achievement. The building principal/designee will be responsible for distributing this policy to parents/legal guardians of students participating in the school's Title I programs.

I. PARENT/LEGAL GUARDIAN INVOLVEMENT MEETINGS

The school shall convene an annual meeting at a convenient time to which all parents/legal guardians of participating children shall be invited and encouraged to attend to inform them of the school's participation under Title I, explain the right of parents to be involved, and to encourage their involvement in the planning, review, and improvement of the school's Title I programs and parent involvement policy.

The school will offer meetings during the school year, held at various times in the morning or evening for parents/legal guardians of students participating in Title I programs.

The building principal/designee will:

- A. Invite parents/legal guardians of participating children to the annual meeting and to other meetings held during the school year;
- B. Introduce the representatives on the Parent Advisory Committee;
- C. Provide an overview of Title I and the programs the school provides under Title I;
- D. Explain the rights of parents/legal guardians to be involved in developing and reviewing the school's parent/legal guardian involvement policy, including the School-Parent Compact;
- E. Provide 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;
- F. Give parents/legal guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
- G. Respond to requests from parents/legal guardians for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;

- H. Invite parents/legal guardians to serve on the Parent Advisory Committee and/or other school or district-level Title I Committees;
- I. Invite parents/legal guardians to participate in the planning, review, and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity;
- J. With the input of parents/legal guardians, establish a process by which an adequate representation of parents/legal guardians can be assured;
- K. Describe the process by which parents/legal guardians may express concerns and complaints if they are dissatisfied with the Title I program;
- L. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title I; and
- M. Arrange for child care so that parents/legal guardians who would otherwise be unable to attend may do so.

II. SCHOOL - PARENT COMPACT

This School-Parent Compact describes how parents/legal guardians, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/legal guardians will develop a partnership to help children achieve the State's academic achievement standards.

- A. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I to meet the State's academic achievement standards.
- B. Parents/legal guardians will be responsible for supporting their children's learning by:
 - 1. Monitoring their children's attendance;
 - 2. Providing assistance and encouraging their children to complete homework assignments;
 - 3. Encouraging their children to ask for help from teachers or classroom aides (ed techs, volunteers) when needed;
 - 4. Talking with their children about the school day;
 - 5. Reading to or with their children;
 - 6. Monitoring and limiting their children's television watching;
 - 7. Volunteering in the classroom and for school-related activities such as field trips;
 - 8. Participating, as appropriate, in decisions related to the education of their children; and

9. Enrolling their children in extracurricular and age-appropriate, community-based, after-school activities.
- C. The school will address the importance of communication between parents/legal guardians and teachers on an ongoing basis by:
1. Scheduling one or more parent-teacher meetings annually for parents/legal guardians of elementary school level students during which the Compact shall be discussed as it relates to the individual child's achievement;
 2. Providing frequent reports to parents/legal guardians on their children's progress;
 3. Providing parents/legal guardians with reasonable access to staff to discuss issues related to their children's learning;
 4. Giving parents/legal guardians the opportunity to observe classroom activities;
 5. Welcoming parents/legal guardians as volunteers in the classroom; and
 6. Providing adequate supervision and feedback for parents/guardians who volunteer.

ADOPTED: May 21, 2003

REAFFIRMATION: February 27, 2012; **REAFFIRMATION:** 10/24/16