

Title I Parent Involvement

Statement of Purpose

Lake Pend Oreille School District #84 is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their child and for the school is critical to their children's success at every step along the way.

We recognize that some students may need the extra assistance available through the Title I program to reach grade level, school and district goals. Lake Pend Oreille School District #84 intends to include parents in all aspects of the district's Title I program. The goal is a school-home partnership that will help all students in the district to succeed.

In this policy the word "parent" also includes guardians and other family members involved in supervising the child's education. There are two program designs – schoolwide and targeted assistance. The term "Schoolwide" means that all students in a Schoolwide Title I school are considered to be Title I students, thus all are benefiting from the funding. The term "Targeted Assistance" means there are a limited number of students who receive direct intervention services and/or support based upon highest need.

Pursuant to federal law the District will develop jointly with, agree upon with, and provide access to parents of children participating in the Title I program a written parent involvement policy (including but not limited to Schoolwide Title I brochure, LPOSD website, etc.)

Parental Involvement in Developing the Policy at the District Level

A District Leadership Advisory Committee consisting of Title I staff, parents, one principal from a Title I school and the Title I Director have developed and will monitor Lake Pend Oreille School District's Parent Involvement Policy. The District Leadership Advisory Committee's parent representatives will be selected from Title I schools. The goal is to have parents actively involved. The Parent Involvement policy must be reviewed annually with parent input.

Annual Meeting for Title I Parents at the School Level

At the annual meeting held at each Title I school, the parents will be given information about Title I guidelines and updates. The district's current Parental Involvement Policy will be made available to parents. Title I parents may volunteer to serve on either the District Title I Leadership Advisory Committee or their Title 1 Schoolwide Planning Teams (or both). The annual meeting (can include but is not limited to a family engagement event, workshop, agenda item at PTO meeting) will be held once and if possible, twice, to accommodate as many parents as possible. Parents will be sent invitations or flyers about the location and times of all meetings and/or events.

In addition to the required annual meeting, at least two (2) additional opportunities (event, meeting, activity), shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. 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;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.

#### School-Parent Agreement

According to Title I regulations, each school receiving Title I funding must share responsibility with parents for high student performance by developing a school-parent-student agreement jointly with parents. These agreements must outline how parents, staff (including but not limited to teachers and principals), and students will share responsibility for promoting high student achievement. Parents on each school's planning team will be involved in designing these compacts.

The "School-Parent Agreement" shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children to meet the state's academic achievement standards;
2. Indicate the ways in which each parent can promote and enrich their child's learning, such as monitoring attendance, homework completion, and "screen time" (ie: video games, social media, television); volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conference, frequent reports to parents, and reasonable access to staff.

Parents will receive the School-Parent Agreement from their child's school with a checklist of responsibilities that teacher, parents, and students will each have for helping students achieve their goals. Parents are urged to discuss the agreement with their children, before signing it and having their children sign.

### Parental Involvement

There are many ways in which parents can become involved with their children's education. Lake Pend Oreille School District values both the at-home contributions and those which take place at school and in the community. Reading to children at home and talking with them at a family meal are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership that will help all our children to succeed. Parent Involvement takes many forms. Please refer to your child's School Parent Agreement and Epstein's Six Types of Parent Involvement for ideas.

### Matching Programs to the Needs of Our Community

Each year, the school district will assess the needs of parents and children through a variety of measures which include parent questionnaires and/or surveys. Title I programs will be tailored to meet parents needs based on these results. Parent information will be made available through various means including, but not limited to, workshops, newsletters, conferences, pamphlets and training models for parent volunteers. Parents may call the district office or their local school office at any time to express an interest in a particular sort of workshop or to make suggestions.

### Staff-Parent Communication

The parents of children participating in Title I intervention programs shall receive an explanation of the reasons supporting each child's selection for the program, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress.

Title I communications will be distributed at least four times each year. Parents will be informed of parent activities through invitations, flyers, websites, bulletins, online learning management systems, back and forth folders, newsletters, and email contact. Parents are encouraged to take the initiative in calling their child's teacher or the school office when they are concerned about a problem or have questions.

### Evaluation

The content and effectiveness of the Title I parental involvement program will be evaluated annually, and parents will be asked for their input. The evaluation will include an assessment of the effectiveness of parental involvement and identify barriers. The school district may revise its Parental Involvement Policy on the basis of this annual review.

The School Board of District #84 has approved this commitment to family involvement parent representatives. The policy will be coordinated by the Title I Director and Title I teachers throughout the district and promoted by building principals and other school staff.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§  
6301-6514, as implemented by 34 CFR parts 200, 201, 203,  
205, and 212  
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education  
Agency Plans  
P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the  
Academic Achievement of the Disadvantaged, § 1118

Policy History:

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