

Title I District Parent Involvement Policy

This district-level policy has been developed in cooperation with parents/guardians of students participating in MSAD 59/RSU 59's Title I programs. It provides an understanding of the shared responsibility between the school system and parents/guardians in improving students' academic achievement and school performance. The Superintendent/designee will be responsible for distributing this policy to parents/guardians of students participating in MSAD 59/RSU 59's Title I programs.

Parent/guardian involvement is important to a student's success in school therefore, MSAD 59/RSU 59 encourages regular participation by parents/guardians in all aspects of the school unit's Title I programs.

MSAD 59/RSU 59 provides opportunities for parent/guardian involvement that are aligned with the requirements of Title I programs set forth in law as follows:

1. MSAD 59/RSU 59 involves parents/guardians in 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:

- a. Establishing District-level Parent Advisory Committee with parent/guardian representatives from each building;
- b. Establishing effective and ongoing two-way communication between the school unit, staff, and parents/guardians;
- c. Incorporating Title 1 article in each district-wide newsletter to communicate with parents/guardians about the district's Title I plan and/or seek their input and participation; and
- d. Training staff to work more effectively with families with diverse cultural backgrounds and/or barriers such as illiteracy or limited English proficiency.

2. MSAD 59/RSU 59 provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent/guardian

involvement activities to improve student academic achievement and school performance by:

- a. Providing Information To Parents/guardians about the system and various instruments that will be developed or used to monitor student progress;
- b. Providing district level workshops to assist individual schools in planning and implementing improvement activities
- c. Holding training sessions for Parent Advisory Committee members so that there may be more effective liaisons between parents and schools; and
- d. Seeking input from parents/guardians in developing workshops that will help them become more effective partners with the schools in encouraging academic achievement.

3. MSAD 59/RSU 59 build the capacity of schools and parents/guardians for strong parental involvement by:

- a. Engaging School Parent/teacher/family organizations to seek out and involve parents/guardians through their communications and informational meetings;
- b. 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
- c. Provide ongoing communication about opportunities, serve the Parental Advisory Committee, volunteer in the school, learn how to work more effectively with their children to extend and reinforce learning and foster achievement.

4. MSAD 59/RSU 59 coordinates and integrates parent/guardian involvement strategies for Title I programs with those of other programs (For example: PreK KVCAP, Head Start, and other State run preschool programs) by:

- a. Involving school system and building representatives from other programs to assist in identifying specific population needs; and
- b. Sharing data between programs to assist in developing new initiatives to improve student academic achievement and school improvement.

5. MSAD 59/RSU 59 conducts, with the involvement of parents/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/guardians in activities supported by Title I (with particular attention to parents/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/guardian involvement, and revising if necessary, the parent/guardian involvement policy described in this section by:

- a. Evaluating The Content Effectiveness Of The Parent/guardian involvement policy through a variety of means such as surveys, workshops, focus groups, and/or informal meetings involving district and school administrators, teachers, and parents/guardians;
- b. Identifying and overcoming barriers to effective evaluation and input, e.g., language support for parents/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
- c. Identifying potential policy changes and program improvements.

6. MSAD 59/RSU 59 involve parents/guardians in the activities of the schools served under Title I by:

- a. Keeping parents/guardians informed of the objectives of the school unit's Title I programs;
- b. Providing communication and calendar information to alert parents/guardians of meetings or events and encouraging their participation;
- c. Providing Central Coordination District, school, and parent/teacher/family organization meetings and other events to create a master calendar to facilitate parent/guardian participation; and
- d. Promoting opportunities for parents/guardians as volunteers in the classroom and in school programs.

Legal Reference: 20 U.S.C. § 6318

ADOPTED 10/9/2020

