

TITLE I PROGRAMS

The Board of Education desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, ~~In order to improve the academic achievement of disadvantaged students,~~ the District shall use federal Title I funds to provide eligible students with supplementary services to ~~reinforce the core curriculum and assist students in attaining proficiency on state~~ **that strengthen the academic program and provide support to students at risk of failing to achieve** academic standards. ~~academic standards and assessments.~~

~~(cf. 5149 - At Risk Students)~~

~~(cf. 6011 - Academic Standards)~~

~~(cf. 6162.5 - Student Assessment)~~

~~(cf. 6162.51 - Standardized Testing and Reporting Program~~ **State Academic Achievement Tests)**

~~(cf. 6162.52 - High School Exit Examination)~~

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

~~The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. — (20 USC 6312)~~ **Descriptions of how the District will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the District's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the District's plan and be tailored to the specific needs of the students at the school.**

~~(cf. 0420 - School Plans/Site Councils)~~

~~(cf. 0400 - Comprehensive Plans)~~

~~(cf. 0460 - Local Control and Accountability Plan)~~

~~The Superintendent or designee shall ensure the coordination of Title I activities with other programs as appropriate.~~

In addition, the ~~The~~ District and each school receiving Title I funds shall develop a written parent/**guardian and family engagement** ~~involvement~~ policy in accordance with 20 USC 6318.

~~(cf. 6020 - Parent Involvement)~~

Local Educational Agency Plan

~~The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval. (20 USC 6312)~~

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~~The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the District will use to help low achieving students meet challenging academic standards.~~

~~The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the District.~~

Parental Involvement

~~Title I programs, activities and procedures shall be developed and agreed upon with parents/guardians of participating students. (20 USC 6318)~~

~~(cf. 1220—Citizen Advisory Committees) (cf. 6020—Parent Involvement)~~

~~The Superintendent or designee shall: (20 USC 6318)~~

- ~~1. Involve parents/guardians in the joint development of the District's Title I plan pursuant to 20 USC 6312, and the process of school review and improvement pursuant to 20 USC 6316~~
- ~~2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance~~
- ~~3. Build the capacity of schools and parents/guardians for strong parent involvement~~
- ~~4. Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs specified in 20 USC 6318~~
- ~~5. Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including:~~
 - ~~a. Identifying barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background~~
 - ~~b. Using evaluation findings to design strategies for more effective parent involvement~~
 - ~~c. If necessary, revising the District and school parent involvement policies~~

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6. ~~Involve parents/guardians in the activities of schools served by Title I~~

~~This policy shall be distributed to parents/guardians of participating students and incorporated into the District's Title I plan. (20 USC 6318)~~

Comparability of Services

~~State and local funds used in~~ In schools receiving Title I funds, **state and local funds shall be used to** ~~shall~~ provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all District schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

~~The Board of Education shall adopt a District-wide salary schedule and the Superintendent or designee shall establish procedures which ensure that all District schools are provided with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across nonTitle I schools. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non Title I schools. The Superintendent or designee shall maintain records of the quantity and quality of books and equipment at each school.~~

To demonstrate comparability of services among district schools, the District shall:

1. Adopt and implement a districtwide salary schedule
2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
 - a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I district schools within that grade span
 - b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I district schools.
3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the districtwide average

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4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools.

~~The Superintendent or designee shall develop procedures for ensuring comparability of services and shall biennially update records documenting the District's compliance. (20 USC 6321)~~

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to ~~disabled~~ students **with disabilities**, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

~~At the beginning of each school year, the~~ **The** Superintendent or designee shall ~~measure~~ **annually assess** comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Participation of Private School Students

The District shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for public school students. (20 USC 6320, 7881)

Program Evaluation

~~The Board shall use state assessment results and other available measures or indicators to annually review the progress of each participating school and determine whether the school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6312)~~

The Board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the district's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes

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for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

~~(cf. 0520.2 Title I Program Improvement Schools)~~
~~(cf. 0520.3 Title I Program Improvement Districts)~~
(cf. 0500 - Accountability)
(cf. 6190 – Evaluation of the Instructional Program)

Legal References:

EDUCATION CODE

11503 Parent involvement programs in Title I schools
~~52055-57 Districts identified or at risk of identification for program improvement~~
~~52060-52077 Local control and accountability plan~~
~~54020-54028 Economic Impact Aid~~
54420-54425 State Compensatory Education
64001 Single plan for student achievement, consolidated application programs
UNITED STATES CODE, TITLE 20
6301 Program purpose
6311-6322 Improving basic programs for disadvantaged students, including:
6312 Local educational agency plan
6313 Eligibility of schools and school attendance areas; funding allocation
6314 Title I schoolwide programs
6315 Targeted assistance schools
6316 School improvement
6318 Parent ~~involvement~~ and family engagement
6320 Participation of private school students
6321 Comparability of services
~~6333-6335 Grants to local educational agencies~~
~~6391-6399 Education for migrant students~~
7881 Participation of private school students
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.79 ~~73~~ Improving basic programs for disadvantaged students

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Frequently Asked Questions About Title I Schoolwide Programs

Local Control and Accountability Plan Federal Addendum Template

Meeting Title I, Part A Comparability Requirements, October 2017

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE PUBLICATIONS

Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act, Non-Regulatory Guidance, November 21, 2016

Title I Fiscal Issues, Non-Regulatory Guidance, ~~May 26, 2006~~ February 2008

Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006

~~*Supplemental Educational Services, June 13, 2005*~~

TITLE I PROGRAMS (continued)

~~*The Impact of the New Title I Requirements on Charter Schools, July 2004*~~

~~*Parental Involvement: Title I, Part A, April 23, 2004*~~

~~*Serving Preschool Children Under Title I, March 4, 2004*~~

~~*Title I Services to Eligible Private School Students, October 17, 2003*~~

~~*Local Educational Agency Identification and Selection of School Attendance Areas and Schools and*~~

~~*Allocation of Title I Funds to Those Areas and Schools, August 2003*~~

WEB SITES

CSBA: <http://www.csba.org>

~~CDE~~ **California Department of Education:** <http://www.cde.ca.gov/ta/tia/tileone.asp/sw>

U.S. Department of Education: <http://www.ed.gov>

~~No Child Left Behind:~~ <http://www.ed.gov/nclb>

Policy amended: Date pending

Policy amended: April 16, 2009

Policy amended: October 19, 2006

Policy amended: June 5, 2003

Policy adopted: November 1, 2001

TITLE I PROGRAMS**Schoolwide Programs**

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. ~~The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.~~ (20 USC 6312, 6314; 34 CFR 200.25)

A school that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6314)

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the district, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, secondary school students as applicable, and other individuals determined by the school. (20 USC 6314)

(cf. 0400 - Comprehensive Plans)

~~Any participating school shall develop, annually review, and update~~ The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school and shall be incorporated into a single plan for student achievement which also incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

~~Any eligible school that desires to operate a Title I Schoolwide program shall develop or amend, in accordance with law, a comprehensive plan for reforming the total instructional program in the school.~~ (20 USC 6314)

~~A Schoolwide program shall include~~ The plan shall describe the strategies that the school will implement to address school needs, including a description of how such strategies will: (20 USC 6314)

- ~~1. A comprehensive needs assessment of the entire school, including migratory children, which includes the achievement of students in relation to state academic content and achievement~~ Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet state academic standards.

(cf. 6011 – Academic Standards)
~~*(cf. 6162.5 – Student Assessment)*~~

~~(cf. 6162.51—Standardized Testing and Reporting Program)~~

~~(cf. 6162.52—High School Exit Examination)~~

~~(cf. 6175—Migrant Education Program)~~

2. ~~Schoolwide reform strategies that:~~ Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

- a. ~~Provide opportunities for all students to meet the state's proficient and advanced levels of achievement~~

- b. ~~Use effective methods and instructional strategies that are based on scientifically based research and strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations~~

~~(cf. 5148.2 – Before/After School Programs)~~

~~(cf. 6111 – School Calendar)~~

~~(cf. 6112 – School Day)~~

~~(cf. 6141 - Curriculum Development and Evaluation)~~

~~(cf. 6177 – Summer School Learning Programs)~~

- e. ~~Include strategies to address the needs of all students in the school, but particularly the needs of low achieving students and those at risk of not meeting state achievement standards who are members of the target population of any program that is part of the Schoolwide program. Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education:~~

3. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting state academic standards, through activities which may include the following:

- a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

~~(cf. 5149—At Risk Students)~~

~~(cf. 5141.6 - School Health Services)~~

~~(cf. 6164.2 - Guidance/Counseling Services)~~

~~(cf. 6164.5 - Student Success Teams)~~

- d. ~~Address how the school will determine if student needs have been met~~

- e. ~~Are consistent with and designed to implement state and local improvement plans, if any~~

- b. Preparation for and awareness of opportunities for postsecondary education and the

workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school

~~(cf. 0520.2 - Title I Program Improvement Schools)~~
~~(cf. 0520.3 - Title I Program Improvement Districts)~~
~~(cf. 5149 - At Risk Students)~~
~~(cf. 6164.2 - Guidance/Counseling Services)~~
~~(cf. 6164.5 - Student Success Teams)~~
 (cf. 6141.4 - International Baccalaureate Program)
 (cf. 6141.5 - Advanced Placement)
 (cf. 6172.1 - Concurrent Enrollment in College Classes)
 (cf. 6178 - Career Technical Education)

- c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
- d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects

3. ~~Instruction by highly qualified teachers~~

~~(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)~~

- 4. ~~High quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, student services personnel, other staff and parents/guardians to enable all students in the school to meet state academic achievement standards.~~

(cf. 4111/4211/4311 - Recruitment and Selection)
 (cf. 4131/4231/4331 - Staff Development)
 (cf. 4222 - Teacher Aids/Paraprofessionals)

5. ~~Strategies to attract high quality, highly qualified teachers to high need schools~~

~~(cf. 4111 - Recruitment and Selection)~~

6. ~~Strategies to increase parent involvement~~

~~(cf. 5020 - Parent Rights and Responsibilities)~~
~~(cf. 6020 - Parent Involvement)~~

- 7. ~~Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.~~

- e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

(cf. ~~6300~~ 5148.3 - Preschool/Early Childhood Education)

- ~~8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve the achievement of, individual students and the overall instructional program.~~
- ~~9. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance.~~

~~(cf. 6179—Supplemental Instruction)~~

- ~~10. Coordination and integration of federal, state and local services and programs.~~

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to eligible students who are failing, or most at risk of failing, to meet state academic standards. Students shall be identified on the basis of multiple, educationally related, objective criteria, except that students in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the district and supplemented by the school. (20 USC 6315)

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

Any targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education
2. Use methods and instructional strategies that strengthen the academic program, through activities which may include:
 - a. Expanded learning time, before- and after-school programs, and summer programs and opportunities

- b. A schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
3. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
4. Provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible students in Title I programs or in the regular education program. The professional development shall be provided using funds from Title I and, to the extent practicable, other sources.
5. Implement strategies to increase the involvement of parents/guardians of participating students
6. If appropriate and applicable, coordinate and integrate federal, state, and local services and programs, such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311
7. Provide assurances to the Superintendent or designee that the program will:
 - a. Help provide an accelerated, high-quality curriculum
 - b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds
 - c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards

Participation of Private School Students

~~The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students.~~ Teachers and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent/guardian and family engagement activities and professional development pursuant to 20 USC 6318. (20 USC 6320, 7881)

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation, and invite them to a meeting to discuss the intent of Title I and the roles of public and private school officials.

The Superintendent or designee shall consult, ~~in a meaningful and timely manner,~~ with appropriate private school officials, **in a meaningful and timely manner**, during the design and development of the District's Title I programs, **with the goal of reaching agreement on how to provide equitable and effective programs for eligible private school students**. Such consultation shall occur before the District makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include ~~a discussion of~~ **consultation on issues such as the following:** (20 USC 6320, 7881; 34 CFR 200.6356)

1. How the ~~students'~~ needs **of private school students** will be identified
2. What services will be offered
3. How, where and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to **eligible** private school students, ~~and the proportion of funds that is~~ **to be** allocated for such services, ~~and how that proportion of funds is determined~~
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the District will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the District disagrees with the views of private school officials on the provision of services through a third-party provider, the District will provide to private school officials a written analysis of the reasons that the District has chosen not to use a contractor
9. **Whether the district will provide services directly or through a separate government agency, consortium, entity, or third-party contractor**
10. **Whether to provide services to eligible private school students by pooling funds or on a school-by-school basis**
11. **When services will be provided, including the approximate time of day**
12. **Whether to consolidate and use funds provided under Title I with other funds available for services to private school students**

If the district disagrees with the views of private school officials with respect to any of the above issues, the district shall provide the officials, in writing, the reasons that the district disagrees. (20 USC 6320)

Meetings between District and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The Superintendent or designee **District** shall maintain in the District's records, and **shall** provide to the California Department of Education, a written affirmation signed by officials of each participating private school that consultation has occurred. **The affirmation shall provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to private school students. If private school officials do not provide the affirmation within a reasonable period of time, the District shall send documentation to the CDE demonstrating that the consultation has, or attempts at such consultation have, taken place.** (20 USC 6320)

~~If the private school officials do not provide such affirmation within a reasonable period of time, the Superintendent or designee shall maintain records of the consultation or the offer of consultation.~~

(cf. 3580 – District Records)

The Superintendent or designee shall also maintain copies of program descriptions, notices, funding allocations, and other communications and records pertaining to the provision of services to private school students.

~~Teachers, other educational personnel and families of participating private school students shall participate, on an equitable basis, in parent involvement activities and professional development pursuant to 20 USC 6318 and 6319. (20 USC 6320, 7881)~~

~~The Superintendent or designee also shall maintain records documenting that:~~

- ~~1. The needs of private school teachers and/or private school students were identified.~~
- ~~2. The funds made available were equitable to those allocated for public school students and teachers.~~
- ~~3. The District's program met the needs of the private school teachers and/or private school students.~~
- ~~4. The District made efforts to resolve any complaints made by private school representatives.~~

Parent Involvement

~~Each school receiving Title I funds shall develop a written policy on parent involvement. The policy shall be developed jointly with and agreed upon by parents/guardians of participating students and shall describe the means by which the school shall: (20 USC 6318)~~

- ~~1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, to inform~~

~~parents/guardians of their school's participating in Title I and to explain Title I requirements and the right of parents/guardians to be involved~~

- ~~2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care and/or home visits may be provided as such services relate to parent involvement~~
- ~~3. Involve parents/guardians in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parent involvement policy and the joint development of the plan for school wide programs~~

~~The school may use an existing process for involving parents in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.~~

- ~~4. Provide the parents/guardians of participating students all of the following:~~
 - ~~a. Timely information about Title I programs~~
 - ~~b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet~~
 - ~~c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians~~
- ~~5. If the Schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the District~~
- ~~6. Jointly develop with the parents/guardians of participating students a school parent compact that outlines how parents/guardians, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.~~

~~This compact shall address:~~

- ~~a. The school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards~~
- ~~b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television~~

~~viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and positive use of extracurricular time~~

~~(cf. 1240—Volunteer Assistance)~~

~~(cf. 5020—Parent Rights and Responsibilities)~~

~~(cf. 6020—Parent Involvement)~~

~~e. The importance of communication between teachers and parents/guardians on an ongoing basis though, at a minimum:~~

~~(1) Parent teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement~~

~~(2) Frequent reports to parents/guardians on their children's progress~~

~~(3) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities~~

~~(cf. 5124—Communication with Parents/Guardians)~~

~~7. Help parents/guardians understand such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children~~

~~8. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology as appropriate to foster parent involvement~~

~~9. Educate teachers, student services personnel, principals and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians and in how to reach out to, communicate with and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools~~

~~10. Insofar as feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, including those specified in law, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education~~

~~11. Ensure that information related to school and parent/guardian programs, meetings and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand~~

~~(cf. 5145.6—Parental Notifications)~~

~~12. Insofar as practicable, provide full opportunities for the participation of parents/guardians~~

~~with limited English proficiency, parents/guardians with disabilities and parents/guardians of migratory children, including providing information and school reports required under 20 USC 6311, in a format and language such parents understand~~

- ~~13. Provide other reasonable support for parent involvement activities as requested by parents/guardians~~

~~In addition, the District and/or participating schools may use Title I funds to: (20 USC 6318)~~

- ~~1. Involve parents/guardians in the development of training for teachers, principals and other educators to improve the effectiveness of such training~~
- ~~2. Provide necessary literacy training when the District has exhausted all other reasonably available sources of funding for this purpose~~
- ~~3. Pay reasonable and necessary expenses associated with local parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions~~
- ~~4. Train parents/guardians to enhance the involvement of other parents/guardians~~
- ~~5. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences at school, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students~~
- ~~6. Adopt and implement model approaches to improving parent involvement~~
- ~~7. Establish a Districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs~~
- ~~8. Develop appropriate roles for community-based organizations and businesses in parent involvement activities~~

~~(cf. 1020—Youth Services)~~

~~(cf. 1700—Relations Between Private Industry and the Schools)~~

~~Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)~~

~~The school's policy shall be updated periodically to meet the changing needs of parents/guardians and the school. (20 USC 6318)~~

~~Parents/guardians of participating students shall be involved in deciding how Title I funds reserved for parent involvement activities will be allotted. (20 USC 6318)~~

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