

**SCOTLAND BOARD OF EDUCATION**  
**Board Policy**

**Instruction****Title I Parent Involvement**

The Scotland Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The Scotland Title I Program is run concurrent with the school's Scientifically Research Based Intervention Program.

**Title I Programs**

The Superintendent or his/her designee shall pursue funding under Title I, improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

**Title I Parent involvement**

The Scotland Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Pursuant to federal law, the Scotland School district will develop jointly with, agree on, and distribute to parents of children participating in the title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, additional meetings shall be held, at various time of the day and/or evenings, 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 of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

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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 district level.

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

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parent to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

A "School-Parent Compact" will be jointly developed with parents of children in the program outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent compact" shall:

1. 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.
2. Indicate the ways in which each parent 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 child's education and positive use of extra-curricular time and
3. Address importance of parent-teacher communication on an on-going basis, with parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

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Legal Reference: Connecticut General Statutes

Title I of the Elementary and Secondary Education Act, 20 U.S.C.  
6301-6514

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112  
Local Education Agency Plans

Improving America's Schools Act (IASA), P.L. 103-382

PL 107-110, "No Child Left Behind Act of 2001," Title I-  
Improving the Academic Achievement of the disadvantaged, Sec. 1118