

**Subject: Title 1 Parental and Family Involvement Policy**  
**Adopted: January 10, 2008**  
**Revised: September 2018**

**1. PURPOSE AND PHILOSOPHY**

Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve high academic standards. In support of strengthening student academic achievement in Title 1, Part A schools, the AMES Board of Trustees adopts this policy establishing its expectations for collaboration with parents to help their children learn and parents' involvement in school activities and decision-making about their children's education.

**2. GENERAL EXPECTATIONS FOR INVOLVEMENT OF PARENTS IN TITLE 1 SCHOOLS**

- 2.1 AMES will put into operation programs, activities and procedures for the involvement of parents consistent with Title 1, Part A Programs, and consistent with section 6318 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be carried out in consultation with parents of participating children.
- 2.2 Consistent with section 6318, AMES will work to ensure that the required school-level parental involvement policies meet the requirements of section 6318 (b) of the ESEA, and include a school-parent compact consistent with Section 6318 (d) of ESEA.
- 2.3 AMES will incorporate this parental involvement policy into its LEA plan developed under section 6312 of the ESEA.
- 2.4 In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, AMES will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 6311 of the ESEA in an understandable and uniform format and to the extent practical, in a language parents understand.
- 2.5 If the LEA plan for Title 1, Part A, developed under section 6312 of the ESEA, is not satisfactory to the parents of participating children, AMES will submit any parent comments with the plan when AMES submits the plan to the Utah State Office of Education.

- 2.6 AMES will involve the parents of children served in Title 1, Part A schools in decisions about how the one percent of Title 1, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to support for AMES students.
- 2.7 AMES will be governed by the following statutory definition of parental involvement, and expects its Title 1, Part A Programs to comply with programs, activities and procedures in accordance with this definition.
  - 2.7.1 Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
    - [a] that parents play an integral role in assisting their child’s learning;
    - [b] that parents are encouraged to be actively involved in their child’s education at school;
    - [c] that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
    - [d] the carrying out of other activities, such as those described in section 6311 of the ESEA.
- 2.8 AMES will inform parents and parental organizations of the purpose and existence of Parental Information and Resource Center in the State.

### **3. DESCRIPTION OF AMES PARENTAL INVOLVEMENT POLICY**

- 3.1 AMES will take the following actions to involve parents in the joint development of its parental involvement plan under section 6312 of ESEA.
  - 3.1.1 AMES will invite parents to serve on an Advisory Committee/PTSO Board.
  - 3.1.2 Parents will receive a letter or call inviting them to participate.
  - 3.1.3 Information will be prepared for committee review and parent input.
- 3.2 AMES will take the following actions to involve parents in the process of school review and improvement under section 6316.
  - 3.2.1 AMES will develop a school plan each year that will be reviewed by the school’s Title One parent council/PTSO before it is submitted to the AMES Board of Trustees. AMES will require the signature page of parents involved in that process.
  - 3.2.2 AMES will make the school plan available to the public.
- 3.3 AMES will provide the following necessary coordination, technical assistance, and other support to assist Title 1, Part A staff in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
  - 3.3.1 During regular staff meetings, AMES faculty/staff will be given suggestions on ways to involve parents.

- 3.4 AMES will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under other programs by:
  - 3.4.1 Supporting the school-wide efforts to coordinate services between programs;
  - 3.4.2 Providing information on resources for AMES staff to use throughout the year as they involve parents in classrooms, at conferences and school activities.
  
- 3.5 AMES will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of it Title 1, Part A program. The evaluation will include identifying barriers to greater participation of parents. AMES will use the findings of the evaluation to design strategies for more effective parental involvement and to revise it if necessary.
  - 3.5.1 AMES will involve parents of Title 1 students develop, review and revise the Parent Involvement Policy.
  - 3.5.2 AMES will work with parents to identify barriers to parental involvement.
  - 3.5.3 A list of identified barriers will be distributed to school staff to share with AMES PTSO and Board of Trustees.
  
- 3.6 AMES will build the school and parent capacity for strong parental involvement to support a partnership at AMES involving parents, and community to improve student academic achievement through the activities listed below:
  - 3.6.1 AMES will provide assistance to parents of children served in understanding topics such as:
    - [a] Utah's academic content standards;
    - [b] Utah's student academic achievement standards;
    - [c] Utah's academic assessments including alternative assessments;
    - [d] the requirements of Title 1, Part A;
    - [e] monitoring their child's progress; and
    - [f] working with educators.

Information will be disseminated to parents in the opening school registration packets at Back to School night activities, during SEOP conferences, at Parent Involvement Nights, and at other school sponsored events.

- 3.6.2 AMES will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement by:
  - [a] providing resources for schools to sponsor parent seminars, family nights, make-it and take-it events, and secure materials;
  - [b] developing electronic access, including providing technology to keep parents current on their child's academic performance;
  - [c] developing web pages so parents have instant access to important school information; and
  - [d] making hard copies available at the school for parent review.

- 3.6.3 AMES will educate its staff on how to reach out to, communicate with, and work with parents as partners in building ties between home and schools by:
  - [a] providing suggestions and materials at the regular AMES staff meetings.
  - [b] offering training on communicating, and home/school connections to teachers and tutors.
- 3.6.4 AMES will ensure that information related to school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:
  - [a] continuing to provide AMES staff with information on resources to meet the diverse language needs of their community;
  - [b] continuing to make interpreters available, where possible, to translate information for the different schools.

**4. DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT COMPONENTS**

The following activities are not required by federal or state law but are discretionary and may be beneficial in increasing meaningful parental involvement.

- 4.1 Training for parents on literacy, mathematics, and college readiness activities.
- 4.2 Identifying and implementing models for improving parental involvement/communication.
- 4.3 Developing appropriate contacts for community-based organizations, businesses, and faith-based organizations for parental involvement/support activities.

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**DEFINITIONS**

**“Parent”** is defined as a natural parent, a legal guardian or other person standing in loco-parentis, such as a grandparent or step-parent with whom the child lives, or a person who is legally responsible for the child’s welfare.

**“Parental-involvement”** is defined in section 2.7 of this policy.

**“School-parent compact”** is a written agreement between the school and the parents of children participating in Title 1, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility.

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**REFERENCES**

**20 U.S.C.A. § 6311 – State Plan**

**20 U.S.C.A. § 6312 – Local education agency plans**

**20 U.S.C.A. § 6316 - Academic assessment and local educational agency and school improvement**

**20 U.S.C.A. § 6318 – Parental Involvement**

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