

Pursuant to federal law, the District and the parents of students in District schools have jointly developed the following parent involvement policy. The policy shall be implemented by the Superintendent or designee according to the timeline set forth in the policy and incorporated into District School Improvement Plans.

A. Involvement With Planning:

The District Advisory Accountability Council and School Advisory Committees shall hold annual meetings for parents of students in District schools, school staff, principals and other interested persons to discuss School Improvement Program plans, review implementation of the plans, discuss how grants and District funds allotted for parent involvement activities shall be used and invite suggestions for improvement.

B. District Support for Parent Involvement:

The District shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

This coordination, assistance and support shall include:

- Key communicators
- Ensure that the District Accountability Advisory Council (DAAC) provides specific advice on all matters related to parent involvement in programs supported by grant funds.
- SAAC members become grant liaisons to DAAC regarding the use of consolidated federal program entitlement funds
- Adoption of District model approaches to improving parent involvement at the school level
- Allocating District resources to parent involvement activities
- Designating other District support for parent and teacher development and training

The District, with the assistance of parents, shall develop and implement a District professional development plan to enhance the skills of teachers, pupil services personnel, principals and other staff in:

- the value and utility of contributions of parents
- how to reach out to, communicate with and work with parents as equal partners
- implementing and coordinating parent programs
- building ties between parents and the school

C. Coordination of Parent Involvement Activities with Other District Programs:

The District shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Even Start, the Home Instruction Programs for Preschool Youngsters, KidQuest, Early Childhood Education and District preschool and other programs, and conduct other activities such as parent resources centers, that encourage and support parents more fully participating in the education of their students.

D. School-Based Parent Education and Involvement in Student Learning Activities:

Each school shall jointly develop with and distribute to parents, written school-level parent involvement plans agreed upon by the parents in accordance with the requirements of federal law. The plans shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students. Plans should include parent education programs, strategies for encouraging greater involvement and in enhancing communication.

Clearly articulated in each School Improvement Plan, schools shall coordinate and integrate parent involvement strategies with those of other educational programs. The purpose of this coordination

shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- other barriers include: childcare, transportation, comfort level, literacy skills.

Each school shall provide to parents, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of federal programs, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The District shall assist schools by providing written materials and training for staff to help parents work with students to improve student achievement. Materials and training shall address the following areas:

- Communicating – meaningful, two-way communication between home and school is ongoing
- Parenting – parenting skills are promoted and supported
- Student learning – parents play an integral role in assisting student learning
- Volunteering – parents are welcome in the school and their support/assistance are sought
- School decision making and advocacy – parents are full partners in the decisions that affect children and families
- Collaborating with the community – community resources are used to strengthen schools, families and student learning

E. Method of Communicating With Parents:

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

F. Annual Evaluation:

In accordance with the District's accreditation contract, all schools will maintain a safe and positive learning environment for students, parents, staff and community members as measured by District stakeholder survey questions, and compliance with C.R.S. 22-32-109.1 (Safe, Civil, Learning Environment). In addition, the District shall develop and conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent Involvement Policy. Effectiveness will be measured in part by improvements in parent satisfaction, student academic achievement and in school performance.

The evaluation shall specifically address barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The District shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy.

The District shall provide such other reasonable support for parental involvement activities as parents may request.

ADOPTED: September 16, 2003