

Cornerstone Montessori Elementary School

DEVELOPMENT OF PARENTAL INVOLVEMENT PLANS FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. Cornerstone Montessori Elementary School will plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.
- B. CMES will fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement plan that will be incorporated into Cornerstone's Title I plan. The plan will establish the expectations for parental involvement and describe how CMES will:

- A. Involve parents in the joint development of Cornerstone's Title I plan and the process of school review and improvement;
- B. Provide the coordination, technical assistance, and other support necessary to assist CMES in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- C. Build Cornerstone's and parents' capacity for strong parental involvement;
- D. Coordinate and integrate parental involvement strategies with similar strategies under other programs;
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of

CMES, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;

- F. Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, Cornerstone's parental involvement policies; and
- G. Involve parents in the activities of CMES.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration to develop (or amend an existing parental involvement plan) jointly with, and distribute to, parents of participating children a written parental involvement plan, agreed upon by such parents, that shall describe the means for carrying out the federal requirements of parental involvement.

- A. The plan will describe the means by which CMES will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of Cornerstone's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, transportation, child care, or home visits, as such services relate to parental involvement;
 - 3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the school parental involvement plan and the joint development of the school-wide program plan, unless CMES already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
 - 4. Provide parents of participating children with: timely information about Title I programs; if requested by parents, opportunities for regular meetings to formulate suggestions, share experiences with other parents and to participate, as appropriate, in decisions relating to their child's education; and to respond to any such suggestions as soon as practicably possible; and
 - 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan to the Head of School.

- B. As a component of this policy, the school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting their child's learning by monitoring school attendance and homework completion, monitoring screen time and sleep, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to their child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Biannual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent communication with parents and a year-end progress report;
 - c. Reasonable access to staff, opportunities to volunteer, and observations in the child's classroom.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the plan will describe how CMES will:
1. Provide assistance for participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent

programs, and build ties between parents and school;

4. Coordinate and integrate parental involvement programs with other school programs;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home in a format and in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. To carry out the requirements of parental involvement, CMES will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.

The plan will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parental Involvement)

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