

North Dakota Department of Public Instruction  
Dr. Wayne G. Sanstead, State Superintendent  
600 E. Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440

## **Title I Compliance Series**

### **Issue: Parental Involvement**

#### **Applicable for:**

- Targeted Assistance Schools
- Schoolwide Schools



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# Parental Involvement:



## Targeted Assistance and Schoolwide Programs Requirements in Title I

### Requirements for... The Parental Involvement Policy

In support of strengthening student academic achievement, each district and school that receives Title I, Part A funds or services must develop jointly with, agree on with, and distribute to, parents of participating children, written parental involvement policies that contain information required by the Elementary and Secondary Education Act (ESEA). These policies establish the district's and school's expectations for parental involvement, describes how the district and school will implement a number of specific parental involvement activities, and is incorporated into the district's plan submitted to the State Title I office.

Personnel have the option of writing a separate District Parental Involvement Policy and a separate School Parental Involvement Policy or combining the two into a District-School Parental Involvement Policy. Each of these policies is outlined below.

#### **The District Parental Involvement Policy**

School districts, in consultation with parents, should use the sample template provided by the State Title I office as a framework for the information to be included in their parental involvement policy. School districts must follow this sample template or framework to establish the district's expectation for parental involvement and ensure all of the components have been incorporated. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen academic achievement.

The template for the District Parental Involvement Policy is available at [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm).

## The School Parental Involvement Policy

Schools, in consultation with parents, should use the sample template as a framework for the information to be included in their parental involvement policy. Schools must follow this sample template or framework to establish the school's expectation for parental involvement and ensure all of the components have been incorporated. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement. The school policy must include such information as the parent-school compact, annual parent meeting, annual assessment of parental involvement, etc.

The template for the School Parental Involvement Policy is available at [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm).

## The District-School Parental Involvement Policy

The School Parental Involvement Policy and the District Parental Involvement Policy are generally two separate documents; however, for small districts, the components for the district and school policies may be addressed in either one policy (district/school policy) or two policies (district policy and school policy). If your district/school plans to combine all the requirements of both the district policy and school policy into one policy, make sure all required components of the district policy and school policy are included.

Districts/schools planning to combine the policies into one policy, in consultation with parents, should use the sample template as a framework for the information to be included in their district-school parental involvement policy. Districts/schools must follow this sample template or framework to establish the district's/school's expectation for parental involvement and ensure all of the components have been incorporated. Districts/schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.

The template for the District-School Parental Involvement Policy is available at [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm).

Please keep the following points in mind regarding the District, School, and District-School Parental Involvement Policies:

- Each year, you must **update** the policy and **document** how you distributed the policy to parents.
- Are parents given an equal opportunity to input their ideas? Are they a part of the creation of the policy, or do you just show them the final product?
- Do you ask parents to evaluate the policy's effectiveness each year?
- Do you ask parents to apply their evaluation to the past school year and what actually happened in their particular family?

## Requirements for... **The School-Parent Compact**

Each school that receives Title I, Part A funds or services must develop jointly with, agree on with, and distribute to, parents of participating children a written School-Parent Compact that contains information required by the Elementary and Secondary Education Act (ESEA). This compact is actually part of the School Parental Involvement Policy. The compact must outline how parents and the school staff 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 template for the School-Parent Compact is available at [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm).

Below are a few things to keep in mind regarding the School-Parent Compact:

- This cannot just be a verbal agreement. You must have a copy on file and documentation of how it was distributed. (Signatures on the compact are optional).
- How do you measure its worth? How are parents involved in this process?
- Are there elements of how parents can enhance learning at home? Do parents agree or actually follow through with these ideas? Do you ask why if they do not agree? Do you ask for ideas on what they believe works?

## Requirements for... **The Annual Parent Meeting**

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can be involved in the Title I program. (This is different from the Annual Review meeting, which is also a requirement). At this meeting you should explain that parents have a right to be involved in the Title I program as well as offer suggestions as to how they could be involved. You must be able to document this meeting with minutes, agendas, sign-in lists, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning or the fall of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?
- For further information see: [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

## Requirements for... **Assessing Parental Involvement**

At the end of each school year, the Title I program must assess the involvement of parents in their Title I program. This assessment method must be documented so that it is available for review. Often, Title I teachers/coordinators choose to meet this requirement by administering a survey to Title I parents that asks them to review the parental involvement plan and share how effective and realistic the plan was in its implementation.

Below are a few things to keep in mind regarding the Assessment of Parental Involvement:

- How you assess the parental involvement component is a local decision. Most often, it is a survey sent out to parents. The idea is to give parents a chance to voice their feelings by asking them, "How did we do?"
- Do you discuss the assessment results with parents? Or do you, for example, just read what the parents have said and do as you wish?
- Do parents play an equal role in assessing their involvement?
- For further information see: [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

## Requirements for... **Providing Opportunities for Training Parents**

The Title I program should provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. This should include information about specific methods parents can use at home to complement their child's education.

Below are a few things to keep in mind regarding the Opportunities to Train Parents:

- This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.
- For further information see: [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

## Parental Involvement and... **The Annual Review Meeting**

Each year, schools must hold a meeting to review their entire Title I program. This meeting typically takes place in the spring of the school year. Therefore, if there are programmatic changes to be made, they can be implemented the subsequent school year. Questions to be

considered include: “What worked well this year?” and “What changes would we like to make for next year?”

Below are a few things to keep in mind regarding the Annual Review Meeting:

- It is not required that parents attend the Annual Review Meeting.
- You must inform parents of the results of this meeting.
- For further information see: [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

Requirements for...

## **Informing Parents of Student Eligibility**

Targeted assistance Title I programs must inform parents that their child is eligible to receive Title I services. This notification must be sent home on an annual basis. Parents must be given the opportunity to decline services if they so choose.

Below are a few things to keep in mind regarding informing parents of student eligibility:

- Documentation of parent notification for eligibility must be maintained.
- Be sure to retain copies of parent permission signatures, especially if parents decline services.
- For further information see: [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

Requirements for...

## **Informing Parents of Student Progress**

Parents must be kept informed of their child’s progress. In targeted assistance programs, some type of progress report must be sent home to the parents to show their child’s progress with Title I services. This report may be sent home during conferences, with other report cards, or any other time a Title I teacher wishes. It is very helpful to send suggestions as to how parents can help their child with skills and areas in which the child may be struggling.

Below are a few things to keep in mind regarding informing parents of student progress:

- The method used to notify parents must be documented.
- This notification must be disseminated at least twice a year, ideally more often.
- The notification must contain assessment results from at least three different assessments in the various areas the child receives Title I services. For instance, if a child receives services in reading and math, three reading and three math assessment results must be documented.
- For further information see: [www.dpi.state.nd.us/title1/targeted/require/assess/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/assess/index.shtm)

# Requirements Added by the Department of Public Instruction



## Requirements for... **Six Types of Parental Involvement**

Parental involvement has always been a key component in the Title I law. Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve to high academic standards. A review of available research and literature on parental involvement indicates that there are multiple types of parental involvement. Dr. Joyce Epstein of Johns Hopkins University, has developed a framework for defining six different types of parental involvement. These include:

- Parenting—Professional workshops, training opportunities, and other ideas to assist families in parenting and assisting their child.
- Communicating—Conferences, report cards and academic progress, and other verbal communication with parents about their child.
- Learning at Home—Homework support, library resources, and other outside learning contacts to help parents assist their child.
- Volunteering—Through supporting school events, involvement with classroom activities, and other community opportunities for students and parents.
- Decision Making—Through attendance at school meetings, participation in addressing concerns, and by helping other parents.
- Collaborating with Community—Using community resources for school/family assistance, involvement of community groups in schools, and community/school mentoring programs.

Below are a few things to keep in mind regarding the six types of parental involvement:

- The methods used by schools to implement these parental involvement initiatives must be documented. You must have copies of this documentation on file for monitoring purposes beginning with the 2008-2009 school year.
- Are you implementing all six types of parental involvement? Is the school strong in one area and weak in another?
- Are the six types of parental involvement evaluated on your assessment for parental involvement? What are parents' thoughts regarding these initiatives?

# Requirements Added by the No Child Left Behind Act



## Requirements for... **Parents' Right to Know Clause**

The *No Child Left Behind* Act requires districts receiving Title I funds to notify parents of each student attending a Title I building that they, as parents, may request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. This notification must be disseminated at the start of each school year. Also, if parents request this information, the school must provide the response in an easily understandable format.

Below are a few things to keep in mind regarding the Parents' Right to Know Clause:

- This notification must occur annually.
- This notification must be disseminated at the start of the school year.
- The method used to notify parents must be documented.
- Schools must have the information regarding staff qualifications ready to distribute to parents upon request.
- For further information see:  
[www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm)

## Requirements for... **Students Being Taught by "Highly Qualified" Staff Provision**

The *No Child Left Behind* Act requires schools to notify parents if students are taught four weeks or more by a teacher that is not a "highly qualified" teacher.

- For further information see:  
[www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm)

## Requirements for... **School Report Cards**

The *No Child Left Behind* Act requires the state to prepare annual reports for parents and the public on the academic achievement of all public school districts and schools in the state. Notification must be disseminated to parents that this information is available for their review.

- For further information see:  
[www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm)

## Requirements for... **Adequate Yearly Progress Reports**

The *No Child Left Behind* Act requires all districts and school buildings that are receiving Title I funds, and those that do not receive Title I funds, to notify parents regarding the results of the district and school Adequate Yearly Progress (AYP) report. These reports are created annually by the Department of Public Instruction and are based on the results of the North Dakota State Assessment.

Below are a few things to keep in mind regarding the Adequate Yearly Progress reports:

- This notification must occur annually.
- This notification applies to both Title I and non-Title I districts and schools.
- This notification must be disseminated as soon as possible after the AYP reports are officially released.
- The method used to notify parents must be documented.
- If a district or school has been identified for program improvement, additional requirements must be included in this notification.
- For further information see:  
[www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm)

## Requirements for... **LEP Parent Notification**

The *No Child Left Behind* Act requires schools to notify parents if their child is placed in a program for LEP students.

- For further information see: [www.dpi.state.nd.us/bilingul/index.shtm](http://www.dpi.state.nd.us/bilingul/index.shtm)

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## Parent Involvement

### New Requirements - Six Types of Parental Involvement

- ▶ [Six Types of Parental Involvement](#)

### Required Parental Involvement Components

#### Parental Involvement Policy

- ▶ [Title I District Parental Involvement Policy Requirements](#) 
- ▶ [Title I District Parental Involvement Policy-Template](#) 
- ▶ [Title I School Parental Involvement Policy Requirements](#) 
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#### School-Parent Compact

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#### Annual Parent Meeting

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#### Opportunities to Train Parents

- ▶ [Opportunities to Train Parents](#)

#### Annual Assessment of Parent Involvement

- ▶ [Annual Assessment of Parent Involvement](#)

### Parental Involvement Guidance

- ▶ [USDE - Parental Involvement: Title I, Part A, Non-Regulatory Guidance - April 23, 2004](#) (External link)
- ▶ [Title I Requirements for Parent Involvement](#) 

### Other Parent Notification Requirements

➤ [Parent Notification and AYP Dissemination Requirements](#)

## *A Checklist for Schools*

### *Making Your Family-Community Partnership Work*

Following are examples of practices that schools can use to encourage family and community support of children's learning. They are meant to be advisory and should be adapted to each school's needs.

#### **Parenting**

- We sponsor family learning workshops on topics suggested by parents, and held at times and places easily accessible to all parents.
- We ask families what types of workshops or informational events they would be interested in attending and what session times are most convenient for them.
- We provide families with information on child development.
- We lend families books and tapes on parenting and parent workshops.
- We provide families with information about developing home conditions that support school learning.
- We survey parents to determine their needs, assign staff members to help address those needs, and work to link parents with community resources.
- We have a family resource center or help parents access other resource centers in the community.
- We have support groups for families with special interests and needs.
- We train staff members and support them in reaching out to all families.
- Other: \_\_\_\_\_

#### **Communicating**

- We schedule parent-teacher-student conferences to establish student learning goals for the year.
- We listen to parents tell us about their children's strengths and how they learn.
- We follow the "Rule of Seven" offering at least seven different ways that parents and community members can learn about what is happening in the school and comment on it.
- Teachers have ready access to telephones to communicate with parents during/after the school day.
- Staff members send home positive messages about students.
- We make efforts to communicate with fathers.
- Staff members make home visits.
- Parents know the telephone numbers and e-mail addresses of school staff members and the times teachers are available to take phone calls from parents.

- We involve families in student award and recognition events.
- We encourage and make provisions for staff members to communicate with parents about the child's progress several times each semester.
- We communicate the school's mission and expectations for students to parents.
- The school has a homework hotline or other kind of telephone system.
- We provide parents with structured ways to comment on the school's communications, for example, with mailed, phone, or take-home surveys.
- We have staff members available to assist and support parents in their interactions with the school (i.e., home-school liaisons).
- We send home communications regarding:
  - student academic progress,
  - meetings at school,
  - how parents can be involved in student activities,
  - Parent Teacher Association,
  - student discipline,
  - child development,
  - the curriculum,
  - how parents can be involved as volunteers,
  - how parents can be involved in school governance,
  - how parents can help with homework and encourage learning at home,
  - community resources available to families,
  - how parents can communicate with school staff, and
  - the school's philosophy of learning.
- We directly speak to parents (does not include leaving messages on answering machines) if students are having academic difficulty or causing classroom disruptions **before** a crisis occurs.
- We provide copies of school textbooks and publications about the school to the public library.
- Other \_\_\_\_\_

#### **Learning at Home**

- We have specific goals and activities that keep parents informed about and supportive of their children's homework.
- We offer learning activities and events for the whole family.

This information was adapted from:

Wisconsin Department of Public Instruction, Parents Plus of Wisconsin. (n.d.). *New Teacher Welcome Packet*. Retrieved August 6, 2007 from <http://dpi.wi.gov/fscp/pdf/fcswelpk.pdf>.

- We invite parents to borrow resources from school libraries for themselves and their families.
- We link parents with resources and activities in the community that promote learning.
- We give parents materials they can use to evaluate their child's progress and provide feedback to teachers.
- We help parents understand student assessments, including report cards and testing, and how to help students improve.
- School staff and school communications help parents link home learning activities to learning in the classroom.
- We include parents and other community members in developing children's learning outside of school activities.
- Other: \_\_\_\_\_

- We gather information about the level and frequency of family and community participation in school programs.
- Other: \_\_\_\_\_

### **Decision Making**

- We encourage parents to attend school improvement team meetings.
- We assign staff members to help parents address concerns or complaints.
- We invite staff and parent groups to meet collaboratively, providing space and time to do so.
- We help families advocate for each other.
- We involve parents in
  - o planning orientation programs for new families
  - o developing parenting skills programs
  - o hiring staff members
- Other: \_\_\_\_\_

### **Volunteering**

- We encourage families and other community members to show their support by attending school events.
- We offer youth service learning opportunities for students who want to volunteer in the community.
- We help school staff learn how to work with parent and community volunteers.
- We ask family members how they would like to participate as volunteers at their child's school or in the community, and we respond in a timely manner to their offers of assistance.
- We encourage family and community members to become involved as
  - o participants on the school improvement team
  - o presenters to students on careers and other topics
  - o assistants with art/music/science, etc. shows, read-aloud events, theater workshops, book swaps, and other activities
  - o tutors/mentors
  - o chaperones on field trips and other class outings
  - o instructional assistants in classrooms, libraries, and computer labs
  - o non-instructional assistants
  - o from-the-home contributors of baked goods, assembling materials, typing, etc.
- We offer volunteer opportunities for working single parents.
- We have a program to recognize school volunteers.

### **Collaborating with Community**

- We act as a source of information and referral about services available in the community for families.
- We use a variety of strategies to reach out to adults, families, and children of all ages, races, and socioeconomic backgrounds in the community.
- We encourage local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fund-raising events.
- We encourage staff and students to participate in youth service-learning opportunities.
- We open our school buildings for use by the community beyond regular school hours.
- We work with the local chamber of commerce or business/community organizations and public library to promote adult literacy.
- We have a program with local businesses that enhances student work skills.
- We widely publish and disseminate school improvement team meeting notices, summaries, and agendas, and encourage the feedback and participation of community members.
- Other: \_\_\_\_\_