

In keeping with the belief that learning should take place at home, in school and in the community and with research showing that parent involvement is the single most important indicator of school success, the School Board of Broward County has identified ***“Empowering Parents and Community Through Participation”*** as a major system priority. The purpose of this policy is to promote meaningful parent and family participation and to identify standards for effective parent/family involvement.

Other School Board policies that directly support parent/family involvement are: School Accountability and Improvement; Communication and Public Engagement; and Standards of Student Services.

The parent/family involvement policy is adapted from “National Standards for Parent and Family Involvement Programs,” developed by National PTA, and is consistent with the State of Florida Goal 8 for Parental/Family and Community Involvement. Further, the *No Child Left Behind Act of 2001* reflects the importance of parental involvement in educating Title I children and involving their parents in the process. To ensure meaningful parental involvement in Title I programs, Congress has mandated that at least one percent of the overall Title I budget allocation to districts be spent on Title I activities to comply with these and other provisions in the new law.

Authority: F.S. 1001.41 (1)(2), F. S. 230.22(1)(2)

Policy Adopted: 9/15/98  
Policy Amended: 7/24/07

## I. Parents’ Responsibilities

### A. Assumptions:

1. In order for students to achieve, parents must provide a climate in the home that supports education; set high but reasonable expectations for student learning; and be involved in their children’s education at school and in the community.
2. Students whose parents are involved in the above manner have better grades, higher test scores, better attendance records and more homework assignments completed.
3. Regardless of socio-economic status, ethnic/racial background or education level, when parents are involved in their children’s education process, students achieve more.
4. When parents and teachers collaborate there are higher expectations for the students’ success.
5. There are significant benefits for learners when parents of students at all ages and all grade levels are directly involved with their education.
6. There are many different ways for parents to be involved in their child’s education. To have long-lasting results, parent and family involvement activities must be planned, continuous, inclusive and comprehensive.

## II. Schools' Responsibilities

### A. Assumptions:

1. Schools that work well with families improve teacher morale and engender more teacher support by parents.
2. When parents receive frequent and effective communication from a school, their attitude about the school is more positive and their involvement increases. A school's practices to inform and involve parents are strong determinants in the frequency and quality of parent involvement.
3. Parents contribute most effectively to improved student achievement and school effectiveness when they are treated as equal partners and given needed information in a timely manner.
4. Parent and family involvement is a critical component of school reform. It is not a substitute for high quality educational programs, effective instruction or systemic research-based school improvement.

## III. Standards for Family Involvement\*

- A. Communicating - Communication between home and school is common, consistent, two-way and meaningful.
- B. Parenting - Parenting skills are promoted and supported.
- C. Volunteering - Parents are welcome in schools, and their support and assistance are actively sought and appreciated.
- D. School Decision-Making and Advocacy - Parents are full partners in decisions that affect children and families.
- E. Collaborating with the Community - Community resources are used and/or redirected to strengthen schools, families and student learning.

\*Adopted from "National Standards for Parent/Family Involvement Programs," used by permission of National PTA.

IV. District Procedures for Involving Title I Parents (required by P.L. 107-110 NO CHILD LEFT BEHIND ACT OF 2001)

A. Assumptions

1. Public Law 107-110 Section 1118 Code of Federal Regulations requires the district to establish procedures to ensure that parents of the Title I students are provided opportunities to participate in the planning, design, and implementation of the program. These procedures are as follows:
  - a. Parent representation elected to the Executive Parent Advisory Council will participate in the development of the Broward County Title I LEA Plan. Each school's Title I school-wide plan is integrated into its school improvement plan. The school Advisory Council made up of school staff and parents are responsible for the development and the monitoring of the implementation of this plan.
  - b. Establish a School-Parent Compact with parents in Title I eligible schools.
  - c. Each child's parents shall be informed in a timely manner that the child is enrolled in a Title I school.
  - d. Parent consultation and the provision for timely information on all aspects of Title I programs (including law, rules and regulations, project planning, implementation, and evaluation) will be assured through school based activities. Title I newsletters, and Title I district/zone committees.
  - e. The Title I Executive Board will review the monthly Parent Training Academies which will be held to inform and provide training for parents of students in Title I schools. Feedback and evaluations gathered from meetings and other parent involvement activities such as the Annual Parent Seminar, will be reviewed by the Title I Executive Advisory Board in order to update and revise the parent policy. Interpretation for speakers of other languages will be provided at all activities to the extent needed. Activities will be held at central locations and at a time when parents are able to attend.
  - f. Parental Involvement activities will be held at individual schools. Evaluation and feedback of these activities are reviewed by the school SAF and SAC committees. In addition, results and recommendations from these committees are submitted to the District Parent Outreach and Support Committee for comprehensive district evaluation and review. The evaluation and recommendations from this committee are then returned to the schools to complete the circle of communication.
  - g. The Title I Executive Parent Advisory Council that consists of parent representatives from each geographic area will convene quarterly.

- h. The district must notify the parents of each student attending a Title I school that they may request information on the Professional qualifications of the student's classroom teacher(s).
- i. Each Title I school will document at least two parent meetings designed to assist parents with helping their children gain proficiency in mastering State content and performance standards.
- j. An annual meeting, to which all parents of participating children must be invited, will be conducted at each Title I school for the purpose of explaining the programs and activities provided with Title I funds.
- k. Recommendations made by parents shall be given consideration and responded to within thirty days.
- l. Parents will receive quarterly reports of their children's academic progress from classroom teachers.
- m. Schools must provide, to each parent, information on the level of the child's achievement in each of the state assessments.
- n. School Staff will conduct conferences with parents of participating children, give a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to achieve.
- o. Each child's parents must be informed in a timely manner that the student has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
- p. All Title I personnel, including pupil services personnel, will be encouraged to be readily accessible to parents for consultation.
- q. Through the district Title I Parent Involvement Center, Parent Training Academies and school based workshops, parents will be provided training in the selection and use of activities and materials that assist them in promoting the education of their children through home-study activities.
- r. Title I schools will be encouraged to invite parents to observe program activities, as well as invite them to become volunteers who work with students.
- s. The district Title 1 Office will provide certified staff, support personnel (including pupil services personnel) and community liaisons to work with other parents, coordinate parent activities, and make home visits.

- t. School-to-home curriculum materials for parents to check out and use at home with their children will be on loan and the Parent Center and on the Mobile Units that go into the community to serve Title I Parents.
- u. The district has established the District Parent Outreach and Support Committee to provide district-wide collaboration for parent outreach and related activities. The committee is composed of representatives from the Parent Involvement Communication Council and several Broward County Public schools departments. Departments involved include: Title I, Preschool Program, Homeless Education, Social Work and Attendance, Community Involvements, Multicultural, Head Start and Core Curriculum. This committee plans parent training activities to be held throughout the school year
- v. To the extent practicable, Title I program information for parents will be provided in languages that the parents understand.
- w. Coordinate District parental involvement activities with federal and state programs to better serve children and their families through the District Parent Outreach and Support Committee.
- x. Provide training to school/district level staff on ways to work effectively with parents of participating Title I children.

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