

Adopted: 3-21-13

Revised: 3-11-24

BBE Policy 612.1

Orig. 1996

Rev. 2024

612.1 DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents or guardians 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 involvement in relation to decisions about the Title I services within the school district. The involvement of parents or guardians by the school district shall be directed toward both public or private school children whose parents or guardians are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to plan and implement, with meaningful consultation with parents or guardians of participating children, programs, activities and procedures for the engagement of parents or guardians in its Title I programs.
- B. It is the policy of the school district to fully comply with 20 United States Code section 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents or guardians of children participating in Title I programs written engagement 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 or guardians of participating children a written parent or guardian engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parent or guardian involvement and describe how the school district will:

- A. Involve parents or guardians in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent or guardian involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or

individuals with expertise in effectively engaging parents or guardians in education;

- C. Coordinate and integrate parent or guardian engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the involvement of parents or guardians, an annual evaluation of the content and effectiveness of the parent or guardian policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents or guardians in involvement activities, (with particular attention to parents or guardians who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority background);
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parent or guardians involvement and to revise, if necessary, the district-level and school-level parent or guardian engagement policies; and
- F. Involve parents or guardians in the activities of the schools, which may include establishing a parent or guardians advisory board comprised of a sufficient number and representative group of parents or guardians served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and guardian engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parent or guardian involvement policy) jointly with, and distribute to, parents or guardians of participating children a written parent or guardians engagement policy, agreed upon by such parents or guardians, that shall describe the means for carrying out the federal requirements of parent or guardians engagement. Parents or guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents or guardians can understand. Such a policy shall be made available to the local community and updated periodically to meet the changing needs of parents or guardians and the school.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents or guardians of participating children shall be invited and encouraged to attend, to inform parents or guardians of their school's participation in Title I programs, and to explain to parents or guardians 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 parent or guardian involvement;

3. Involve parents or guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent or guardian involvement programs, including the planning, review, and improvement of the school parent or guardian engagement policy and the joint development of the school-wide program plan, unless the school already has in place a process for involving parents or guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents or guardians of participating children;
 4. Provide parents or guardians of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, or guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, 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 or guardians of participating children, submit any parent or guardian comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents or guardians a school/parent/guardian compact which outlines how parents or guardians, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents or guardians 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 or guardian will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents or guardians on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents or guardians; and

- c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between parents or guardians and school staff and, to the extent practicable, in a language that parents or guardians can understand.
- C. To ensure effective involvement of parents or guardians and to support a partnership among the school, parents or guardians, and community to improve student academic achievement, the policy will describe how each school and the school district will:
 - 1. Provide assistance to participating parents or guardians 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 or guardians in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent or guardians involvement;
 - 3. Educate school staff, with the assistance of parents or guardians, in the value and utility of contributions of parents or guardians and in how to reach out to, communicate with, and work with parents or guardians as equal partners, implement and coordinate parent or guardians programs, and build ties between parents or guardians and school;
 - 4. Coordinate and integrate parent or guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent or guardians resource centers, that encourage and support parents or guardians in more fully participating in the education of their children to the extent feasible and appropriate;
 - 5. Ensure, to the extent practicable, that information about school and parent or guardians meetings, programs, and activities is sent to the parents or guardians of participating children in a format and, to the extent practicable, in a language the parents or guardians can understand; and
 - 6. Provide such other reasonable support for parent or guardian involvement activities as requested by parents or guardians.

- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents or guardians in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parent or guardian involvement activities, including transportation and child care costs, to enable parents or guardians to participate in meetings and training sessions;
 4. Train and support parents or guardians to enhance the involvement of other parents or guardians;
 5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents or guardians who are unable to attend such conferences at school in order to maximize parent or guardian opportunities for involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parent or guardian involvement;
 7. Develop appropriate roles for community-based organizations and business in parent or guardian involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parent or guardian involvement in Title I programs.
- E. To carry out the requirements of parent or guardian engagement, the school district and schools, to the extent practicable, will provide full opportunities for the informed participation of parents or guardians (including parents or guardians who have limited English proficiency, parents or guardians with disabilities, and parents or guardians of migratory children) including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents or guardians.
- F. The school district and each school shall inform parents or guardians and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents or guardians and the school.

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

BBE SCHOOL DISTRICT 2364
Title I Parent or Guardian Involvement Policy Procedures

Mission Statement

BBE School District 2364 is committed to the goal of providing quality education for every child in the district. To this end, we want to establish partnerships with parents or guardians and with the communities. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents and guardians play an extremely important role as a child's first teacher. Their support for their children and for the school is critical to their children's success at every step along the way.

Statement of Purpose

Grade level goals for the children of School District 2364 will be made available to all parents or guardians in the district, with the expectation that all students will work toward these goals. We recognize that some students may need the extra assistance available through the Title I program to reach those goals. School District 2364 intends to include parents or guardians in the district's Title I program. The goal is a school-home partnership that will help Title I students in the district to succeed.

Parent or guardian Involvement in the planning, development, and review of the program.

Parents or guardians of Title I children will be invited to be on the District Advisory Council which meets four times a year and is comprised at least partially of parents or guardians of Title I children. At these meetings, parents or guardians will have a chance to have input into the Title I grant writing, and the development of the parent or guardian involvement policy and procedures document. Parents or guardians will also be given state testing results for the purpose of examining student progress. This information will be given in the form of the Annual Report of Curriculum and Instruction. The school district will jointly develop with and distribute to parents or guardians of Title I children this document agreed upon by the parents or guardians each year.

Annual Meeting for Title I Parents

All parents or guardians of Title I children will be invited to attend an annual Title I meeting which will explain the entire BBE Title I program. This will include information on teacher needs assessments, how children are selected to receive Title I tutoring, how long children remain in Title I, and how children are tutored in Title I. Parents or guardians will have the opportunity to meet the Title I Teachers. The parents or guardians will also be informed of the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments. Title I evaluation data will be shared with parents or guardians. Notification to parents or guardians will be done through a parent or guardian letter, and student reminder in a language that the parents or guardians understand.

School-Parent/Guardian Compact

The parents or guardians will be notified by letter of the selection of their child for Title I services, including selection rationale and criteria. Then at the annual meeting, the parents or guardians will receive specific instructional objectives of the Title I program, description and explanation of the curriculum, forms of assessment used to measure Title I eligibility and student progress, and the proficiency level students are expected to meet. There will be a school/student/parent compact established with all three entities signing this form. Parents or guardians will be informed of their right to be involved, including parents or guardians of migrant, LEP, and disabled students in a language that they understand.

Types of Parent or Guardian Involvement

Parents or guardians will be encouraged to be involved with the school by attending parent or guardians/teacher conferences, using the district website to become more informed of the school and their child, participating in reading, math, language arts games check-out for families, using the Title I Resource Room which has available reading, math, and language arts educational materials, books, games and resource directories. A Title I School Calendar newsletter will be sent out monthly with happenings and important dates. The Title I staff will host a family math night, reading night and a Title I carnival to encourage parent or guardian involvement.

Matching Programs to the Needs of Our Community

Various programs will be offered through BBE Community Education for families in our district including Title I families. Some of these may be but are not limited to Love and Logic Parenting series, The 7 Habits of Highly Effective Families series, and other parenting series as suggested by the parents or guardians and staff. Special programs will be offered to all families on various subjects such as: Help with Homework, Everyday Math: Help For Parents or guardians, Make and Take Workshop. Our programming will also include family fun nights: math, reading and carnival. We will work with Resource Training and Solutions to provide workshops to all families in the district. If necessary, scholarships, transportation and childcare will be provided for Title I families. We will encourage families to read and observe I Love to Read Month in their homes. Parents or guardians will be encouraged to come to school and read to children. We will pursue any pertinent area of interest as expressed by the parents or guardians or community that would be beneficial to our families.

Staff-Parent/Guardian Communication

The administration and staff at BBE Elementary recognize the importance of parent or guardian involvement and communication. This topic will be discussed annually at the very least to ensure that our partnership with our parents or guardians stays positive. Title I staff and classroom teachers are available to meet with parents or guardians throughout the year. (320-254-8211) Parents or guardians and staff may communicate through meetings, conferences, phone communications, email, parent/guardian surveys, newsletters and home-school liaison and mid-term reports. Title I parent or guardian communications are relayed through the local papers, letters sent with students, and phone calls to parents or guardians. The importance of personal communication in place of notes, emails and letters is stressed at BBE Elementary. Parents or guardians are also welcome and encouraged to visit the school in the capacity of a volunteer or simply to observe.

Evaluation

At the District Advisory Meeting in June the Title I program will be evaluated from the previous year. This will be done through surveys sent to the parents or guardians, conversations with parents or guardians, conferences and phone conversations. Interpreters will be provided for limited English speaking families. Title I evaluation data will be shared with parents or guardians. Parents or guardians will receive a prompt oral or written response to their suggestions regarding the program. If the LEA plan is not satisfactory to the parents or guardians of participating children, the LEA will submit any parent or guardian comments with the plan when it is submitted to the state. Title I policies will be carried out by BBE school board, administration and staff.

This Title I Parent or Guardian Involvement Policy Procedures has been developed jointly with, and agreed on with, parents or guardians of children participating in Title I, Part A programs, as evidenced by _____.
(Title I Parent/Guardian Signature)

This policy was adopted by the _____ on _____
(School District Name mm/dd/yy)

And will be in effect for the period of one year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Authorized Official

Date