*Adopted: 3-21-13 \_ BBE Policy 612.1*

# Orig. 1996

*Revised: \_\_\_\_\_\_\_ \_ Rev. 2005*

**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 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. It is the policy of the school district to 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. It is the policy of the school district to 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 policy that will be incorporated into the school district’s Title I plan. The policy will establish the expectations for parental involvement and describe how the school district will:

A. Involve parents in the joint development of the school district’s Title I plan and the process of school review and improvement;

B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;

C. Build the schools’ and parents’ capacity for strong parental involvement;

D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;

E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, 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, the district-level and school-level parental involvement policies; and

G. Involve parents in the activities of the schools.

**IV. DEVELOPMENT OF SCHOOL LEVEL POLICY**

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

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 of participating children shall be invited and encouraged to attend, to inform parents of their school’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 policy and the joint development of the school-wide program plan, unless the school 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 when it is submitted to the school district.

B. As a component of this policy, each 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 his or her child’s learning by monitoring school attendance and homework completion, monitoring television watching, 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 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; and

c. Reasonable access to staff, opportunities to volunteer, participate in the child’s class, and observe 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 policy will describe how each school and the school district will:

1. Provide assistance to 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 and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs, to the extent feasible and appropriate;

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. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents 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 parental involvement activities, including transportation and child care costs, to enable parents to participate in meetings and training sessions;

4. Train and support parents to enhance the involvement of other parents;

5. Arrange meetings at a variety of times or have in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental opportunities for involvement and participation in school-related activities;

6. Adopt and implement model approaches to improving parental involvement;

7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and

8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

E. To carry out the requirements of parental involvement, the school district and schools 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.

F. The school district and each school shall assist parents and parent organizations by informing such parents and parent organizations of the existence and purpose of such centers.

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

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

***Cross References:***

**BBE SCHOOL DISTRICT 2364**

**Title I Parental 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 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 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 distributed to all parents 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 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.

**Parental Involvement in the planning, development, and review of the program.**

Parents 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 of Title I children. At these meetings, parents will have a chance to have input into the Title I grant writing, and the development of the parent involvement policy and procedures document. Parents 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 of Title I children this document agreed upon by the parents each year.

**Annual Meeting for Title I Parents**

All parents 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 will have the opportunity to meet the Title I Teachers. The parents 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. Notification to parents will be done through the local newspaper, parent letter, and student reminder in a language that the parents understand.

**School-Parent Compact**

The parents 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 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 will be informed of their right to be involved, including parents of migrant, LEP, and disabled students in a language that they understand.

**Types of Parent Involvement**

Parents will be encouraged to be involved with the school by attending parent/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 video tapes, cassettes, 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 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 and staff. Special programs will be offered to all families on various subjects such as: Help with Homework, Everyday Math: Help For Parents, 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 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 community that would be beneficial to our families.

**Staff-Parent Communication**

The administration and staff at BBE Elementary recognize the importance of parent involvement and communication. This topic will be discussed annually at the very least to ensure that our partnership with our parents stays positive. Title I staff and classroom teachers are available to meet with parents throughout the year. (320-346-2278) Parents and staff may communicate through meetings, conferences, phone communications, email, parent surveys, newsletters and home-school liaison and mid-term reports. Title I parent communications are relayed through the local papers, letters sent with students, and phone calls to parents. The importance of personal communication in place of notes, emails and letters is stressed at BBE Elementary. Parents 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, conversations with parents, conferences and phone conversations. Interpreters will be provided for limited English speaking families. Title I evaluation data will be shared with parents. Parents will receive a prompt oral or written response to their suggestions regarding the program. If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any parent 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 Parental Involvement Policy Procedures has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Title I Parent 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Authorized Official

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Date