



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Educational Programs

Contact: Assistant Superintendent

612.1 DEVELOPMENT OF PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to plan and implement, with meaningful consultation with parent(s)/guardian(s) of participating children, programs, activities and procedures for the involvement of those parent(s)/guardian(s) in its Title I programs.
- B. The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parent(s)/guardian(s) of children participating in Title I programs written parental/guardian 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 parent(s)/guardian(s) and family members of participating children a written parental/guardian and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parental/guardian and family involvement and describe how the school district will:

- A. Involve parent(s)/guardian(s) and family members 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 parental/guardian and family 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 parent(s)/guardian(s) and family members in education;
- C. Coordinate and integrate parent/guardian and family 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 meaningful involvement of parent(s)/guardian(s) and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parent(s)/guardian(s) in involvement activities (with particular attention to parent(s)/guardian(s) who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parent/guardian and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental/guardian involvement and to revise, if necessary, the district-level and school-level engagement policies; and
- F. Involve parent(s)/guardian(s) in the activities of the schools, which may include establishing a parent/guardian advisory board comprised of a sufficient number and representative group of parent(s)/guardian(s) or family members 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/guardian and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental/guardian involvement policy) jointly with, and distribute to, parent(s)/guardian(s) and family members of participating children a written engagement policy, agreed upon by such parent(s)/guardian(s) and families, that shall describe the means for carrying out the federal requirements of parent/guardian and family engagement. Parent(s)/guardian(s) shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parent(s)/guardian(s) 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 parent(s)/guardian(s) of participating children shall be invited and encouraged to attend, to inform them of their school's participation in Title I programs, and to explain to parent(s)/guardian(s) of participating children the program, its requirements, and their right to be involved;
 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental/guardian involvement;
 3. Involve parent(s)/guardian(s) in an organized, ongoing, and timely way, in the planning, review, and improvement of the involvement programs, including the planning, review, and improvement of the school parent/guardian and family engagement policy and the joint development of the school-wide program plan, except that if a school has a place in process for involving parents in the joint planning and design of school's programs, the school may use that process, if such process includes an adequate representation of parent(s)/guardian(s) of participating children;
 4. Provide parent(s)/guardian(s) 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 parent(s)/guardian(s), 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 parent(s)/guardian(s) of participating children, submit any 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 parent(s)/guardian(s), a compact which outlines how parent(s)/guardian(s), staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parent(s)/guardian(s) 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/guardian will be responsible for supporting their child's learning by 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 parent(s)/guardian(s) on an on-going basis through the use of:
 - a. Annual parent/guardian-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents/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 family members and school staff and, to the extent practicable, in a language that family members can understand.

C. To ensure effective involvement of parent(s)/guardian(s) and to support a partnership among the school, parent(s)/guardian(s), and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parent(s)/guardian(s) 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 parent(s)/guardian(s) in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster involvement;
3. Educate school staff, with the assistance of parent(s)/guardian(s), in the value and utility of contributions of parent(s)/guardian(s) and in how to reach out to, communicate with, and work as equal partners, implement and coordinate programs, and build ties between parent(s)/guardian(s) and school;
4. Coordinate and integrate parental/guardian involvement programs and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent/guardian

resource centers, that encourage and support 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/guardian meetings, programs, and activities is sent to the parent(s)/guardian(s) of participating children in a format and, to the extent practicable, in a language the parent(s)/guardian(s) can understand; and
6. Provide such other reasonable support for parental/guardian involvement activities as requested.

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

1. Involve parent(s)/guardian(s) 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/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions;
4. Train parent(s)/guardian(s) to enhance the involvement of other parent(s)/guardian(s);
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 parent(s)/guardian(s) who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
6. Adopt and implement model approaches to improving parental/guardian involvement;
7. Develop appropriate roles for community-based organizations and business in parental/guardian involvement activities; and
8. Establish a district-wide parent/guardian advisory council to provide advice on all matters related to parental involvement in Title I programs.

E. To carry out the requirements of parent/guardian and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parent(s)/guardian(s) and family members (including

parent(s)/guardian(s) and family members who have limited English proficiency, parent(s)/guardian(s) and family members with disabilities, and parent(s)/guardian(s) and family members 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 parent(s)/guardian(s).

- F. The school district and each school shall inform parent(s)/guardian(s) and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parent(s)/guardian(s) and the school.

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

Cross References:

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	August 20, 2018; August 16, 2021
Monitoring Method:	Administrative Review
Monitoring Frequency:	Annually