BENSENVILLE
SCHOOL DISTRICT 2

Tioga School
Parent Involvement Policy

Title I, Part A, Section 1118(a)(2), ESEA; District Policy 6:170 E1 (district) E2 (school)

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parental involvement policy).

"Parents Right to Know" Clause

Parents in Title I schools may request information regarding the professional qualifications of their child's classroom teachers, including whether the teacher has met State qualification and licensing criteria. Parents also receive notification if their child is taught for four or more weeks by a teacher not "highly qualified" within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/02/2002). The school will provide this information in a timely manner.

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PART I. GENERAL EXPECTATIONS

Tioga School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (**See Parent Compact)**

- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Tioga School will implement or accomplish each of the **following** components. *[Section 1118, ESEA.]*

1. We will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

    - Title I Parent Orientation meeting (Fall)
    - Title I Parent Program Evaluation Meeting (Spring)

2. We will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

    - Title I Literacy Nights at the school sites
    - Parent Coffees
    - Title I Parent Surveys
    - District Parent Survey

3. We will hold an annual Orientation Meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. We will convene the meeting at a time convenient for parents, as determined by parent surveys and initial phone contact. We will also offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. We will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

Parent Orientation Meeting – 19a. *Each Title I school has convened an annual meeting to which all parents of participating children are invited for the purpose of explaining the Title I program, its requirements, and their right to be involved, including parents of children who are disabled, migrant, or LEP*. 20USC 6318© (1) (Finding 10030 RCA 10030-3)

- Explain program purpose, structure, student selection, and engagements in which students will be involved. Parents will also be guided in ways to monitor their child's progress and work with educators to improve the achievement of their child.
- Distribute *Parent Involvement Policy* (this document), which describes the ongoing activities that are held to inform and involve parents in their child's education. **19.** *Each Title I school has jointly developed and distributed to parents of Title I children a school Parent Involvement Policy that includes all required components.* 20USC 6318(b) (1) (c) (1-4) (d) (Finding 10017 RCA 10017-4)
- Describe the district's standards-driven curricula, local and state student assessment methods, and expected student achievement levels. Also, include how and when assessment information will be sent to parents, including opportunities for parents to participate in decisions relating to the education of their children. **19d**. *Each Title I school provides parents of participating children timely information about the Title I programs at the school, information about school curricula, student assessment, and expected student achievement levels, and opportunities for regular meetings between parents and school personnel to offer suggestions and to participate in decisions relating to the education of their children*. 20USC 6318© (4) (Finding 10030 RCA 10030-3)
- Distribute and/or explain the School-Parent Compact. This is an agreement between the home and school outlining everyone's responsibility for supporting student learning. – **19f.** *Each Title I school has jointly developed with parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students share responsibility for student achievement*…20USC 6318(d) (1) (2) (A-C) (Finding 10030 RCA 10030-4)
- This meeting will also outline additional opportunities through which parents can actively participate in and have input about the Title I program. These include but are not limited to:
    - Newsletters with suggestions on how to increase fluency and comprehension, check out books for home, and other information for helping children to succeed will be sent home periodically throughout the year.
    - Parent-Teacher conferences that are scheduled in October and February. Title I teachers are available to review a child's progress and answer any questions.
    - Surveys that are given in the fall, winter, and spring that allow parents another avenue for voicing their feelings about the Title I program. The results from the parent surveys are incorporated into the planning for the following year.

Additional Flexible Meetings-*19b.* *Each Title I school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent involvement.* 20USC 6318(c) (2) (Finding 10030 RCA 10030-3)

- Additional meetings are hosted at the school so parents can give input about the effectiveness of the program throughout the year so any necessary modifications can be made. Schools also get input in the form of surveys, workshop evaluations, phone logs, and personal comments. The spring survey and the subsequent final parent meeting mark the annual evaluation of the Parent Involvement Policy as well as the overall program effectiveness.

Parents are provided with a school and district-wide overview of student progress, resultant to the program. It is at this meeting that program modifications may be made and barriers to parent and community involvement identified. Strategies to increase involvement of all population segments, such as parents who are economically disadvantaged or who have limited English proficiency will be generated. Taken together, all of this information will guide the planning of the following school year calendar.

District-Wide Parent Meetings – **19c.** *Each Title I school has involved parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs at the school.* 20USC 6318(c) (3) (Finding 10030 RCA 10030-3)

- The district will establish district-wide parent meetings for the parents of our targeted students. The purpose of these meetings is to train parents in the essential components of reading instruction to enable them to support the instructional practices at home and to provide training in the use of the internet to enable parents to access student information and instructional ideas.

4. We will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
    - Inviting parents to "Parent Coffees" at the school
    - Inviting parents to a District Title I meeting
    - Planning a school-based literacy night with the Title I teachers and teachers of Title I students.
    - Parent-teacher conferences in October and February

5. We will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
    - Administering a survey to all Title I parents two times during the school year
    - Parent Coffees and District-wide Title I meetings

6. The following highlights some of the assessment information that is also communicated:
    - District 2 local, classroom assessments for all grades and disciplines. These assessments evaluate the essential skills of the various subject areas.
    - Illinois State Board of Education's Illinois Assessment of Readiness (IAR) assessment for English Language Arts and Math at grades three through eight; and
    - Illinois State Board of Education's Science Assessment (ISA) at grades five and eight.

7. We will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

    N/A – All teachers in District 2 are highly qualified

8. We will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

District 2 communicates with parents in a variety of ways. Grade level curriculum guides can be found on the District website and are distributed to parents at the school's Curriculum Nights. Parents receive information about their child's progress through academic progress reports three times each school year and report cards that are distributed at the end of each trimester. Parents review their child's reading assessment spreadsheets at Parent-Teacher conferences, which are scheduled twice a year. Parents receive information about students' progress throughout the school year using local and state assessments and a variety of communication formats, such as parent/teacher conferences, progress reports, and report cards. In addition, parents are always welcome to contact their child's teacher whenever questions arise about progress.

9. We will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
    - Planning a school literacy night
    - Kindergarten Registration: parents receive information about the District's Kindergarten program
    - Providing parents with at-home resources
    - Books, flashcards, & other reading materials
    - Providing parents with the school username and password for myOn, so that students can access the reading materials at home
    - District Title I Parent Literacy Night: creating a home library

10. We will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

    - Discussing parent involvement ideas at school staff meetings and teacher team meetings
    - Inviting parents to attend monthly PTA meetings

11. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as our parent resource center, that encourage and support parents in more fully participating in the education of their children, by:

    - The District maintains a Coordination of Benefits Process with the Early Childhood Program and Staff.

12. We will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - We will have all parent communications translated into the parent's native language, as needed. Translators are present at all parent-teacher conferences and Title I parent meetings.

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PART III. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Board Policy 6:170, E1 and E2.

This policy was adopted by Bensenville District 2 on **September 24, 2003,** revised June 13, 2013 and reviewed on December 16, 2020. It will be in effect for the period of August 2024 through June 2025. The school will distribute this policy to all parents of participating Title I, Part A children.

This policy is active for the 2025-2026 school year.

Lydia Ryan 07/01/2025

Title I Director – Asst. Supt. for Teaching & Learning Date

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Parent Signature *Date*

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Title I Teacher Signature *Date*