BENSENVILLE
SCHOOL DISTRICT 2

BSD2
Parent Involvement Policy

Title I, Part A, Section 1116(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

BSD2 agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESEA, and each include, as a component, a school/parent compact consistent with section 1116(d) of the ESEA.

- The school district will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the school plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- 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 parent and family engagement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.

- The school will be governed by the following statutory definition of "parent and family engagement," and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

  Parent and family engagement 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 1116 of the ESEA.

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

BSD2 will implement or accomplish each of the **following** components. *ESEA section 1116(a)(2)*

1. We will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1116 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

Parent Orientation Meeting

This meeting is to explain the 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. 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.
- 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.
- 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-

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

- The district established 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.

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 Fall and Winter

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

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.

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

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 and math formative assessment through the Parent portal on PowerSchool and 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.

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 the parent portal and multiple programs to access for at home support.
- District Title I Parent Literacy Night: creating a home library

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/PTO meetings

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.

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 in March 2026 and reviewed on April 21, 2026. It will be in effect for the period of August 2026 through June 2027. The school will distribute this policy to all parents of participating Title I, Part A children.

This policy is active for the 2026-2027 school year.

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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*