Bench Elementary School
Parent and Family Engagement Policy/Plan and Procedures 2026-27

Bench Elementary School is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if **Bench Elementary School** and home work together to promote high achievement by our children. Neither home nor **Bench Elementary School** can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

Bench Elementary School recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. **Bench Elementary School** intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

A. **School Name** will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.
- Families will be invited to participate in person or via Google Meet
- As a team, we will go through the Parent and Family Engagement Policy
- Discuss strengths and weaknesses of the policy
- Send survey to families requesting feedback from the discussion that took place at the meeting
- Revise these steps, as necessary, depending on success, participation, and collaboration of the process

B. 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 under this part and to explain the requirements of this part, and the right of the parents to be involved.
(Describe when and where the annual meeting will be held)
The Title I, Part A Annual Meeting is held at the beginning of the school year along with the school Open House, always the first item on the agenda to be addressed.
- A slide show along with handouts explains Title I, Part A participation in clear, parent-friendly language.
  - Shares the school's Parent and Family Engagement Policy in a format accessible to all families.
  - Highlights ways parents can engage in their child's learning, support school initiatives, participate in decision-making, and parent and family engagement opportunities throughout the year.

C. Offer flexible meetings, such as meetings in the morning or evening, and provide funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.
How flexibility is provided:
- **Meeting Times:** Events and meetings, including Parent Advisory Council sessions, family workshops, and progress conferences, are offered both in the morning and in the evening to accommodate working parents and guardians.
- **Transportation:** When needed, Title I funds are used to provide transportation support so parents can attend meetings and school events.
- **Child Care:** On-site child care is available during meetings to allow parents to focus on engagement activities.
- **Home Visits:** Staff may conduct home visits for families who cannot attend school-based meetings, ensuring every parent has the opportunity to be informed and involved.
- **Communication:** Meeting schedules and resources are communicated via newsletters, emails, phone calls, and the school website, with translations available in preferred language.

These flexible options ensure that all parents, including those of at-risk students, can participate meaningfully in their child's education and the development of school initiatives.

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116. (List actions)

● **Title I, Section 1112 School Plans:** Parents provide input on goals, strategies, and resource allocation to support all students, particularly those at risk of not meeting challenging state standards.
● **Schoolwide Programs, Section 1114:** Parents collaborate with staff to help develop, monitor, and revise the **Title I Schoolwide Plan**, including strategies for instruction, interventions, and extended learning opportunities.
● **School Review and Improvement, Section 1116:** Parents participate in annual reviews and feedback sessions to evaluate the effectiveness of family engagement strategies and school initiatives, ensuring continuous improvement.

How parents are involved:
● Participation in parent organizations and focus groups.
● Review of assessment and school performance data during meetings and workshops.
● Opportunities to provide feedback through surveys, emails, and informal meetings.
● Collaboration with school staff to refine strategies that enhance student learning and engagement.

E. Provide parents of participating children—

1. Timely information about programs under this part.
2. A description and explanation of the curriculum in use at Bench Elementary, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible. (List actions)

1. Provide Timely Information About Programs
● Send monthly newsletters describing Title I, Part A programs and schoolwide initiatives.
● Post updates on the school website and BPS Title I webpage.
● Use ParentSquare, social media, email, and phone calls to inform parents about upcoming programs, workshops, and events.

2. Explain Curriculum, Assessments, and Proficiency Levels
● Share information about the curriculum used in reading (ECRI, Read Naturally Live, Seeing Stars, Sound Partners, Phonics for Reading) and math (Eureka Math², ST Math).
● Explain assessment tools and purposes:
○ FastBridge (universal screener for K–5)
○ Seeing Stars, ECRI 3, Sound Partners, Phonics for Reading placement tests (secondary/diagnostic assessments)
○ Classroom formative assessments and benchmark tests
● Provide clear proficiency expectations and how they align with Montana's challenging state standards.
● Present this information through slide shows, parent workshops, and the Annual Open House.

3. Provide Opportunities for Parent Input and Response

● Offer regular meetings for parents to give suggestions and participate in decisions: ○ PTSA) meetings
○ Title I workshops and family nights
○ Individual conferences with teachers or instructional staff
● Respond to parent suggestions promptly, through phone, email, or meetings, and incorporate feedback into school improvement and Title I plans when feasible.
● Conduct annual surveys to gather feedback on programs, curriculum, and engagement strategies.

4. Additional Supports to Facilitate Participation

● Provide flexible meeting times (morning and evening).
● Offer transportation, child care, or home visits (w/ assistance of AWARE/HSS) for parents who need extra support.
● Translate all communications into preferred language.

F. If schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. (List actions)

- Invite Parent Feedback – Encourage parents to review and provide feedback on the plan, documenting/recording comments, questions and concerns.
- Invite and encourage parents to attend the Schoolwide Plan review and evaluation when it is held (TransAct form SW-02), make necessary changes that will encompass and encourage student growth and family involvement.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

-Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.

-Provide frequent reports to parents on their child's progress.

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

- 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. (List actions)

- Families and staff communicate regularly through ParentSquare, phone calls, emails, parent-teacher conferences (held annually and upon request), and in-person conversations. Families are always welcome and encouraged to volunteer and participate in their child's classroom activities, and these opportunities are shared regularly. To ensure all families can fully engage, information is provided in languages families can understand, and Propio Language Services is used when needed to support effective communication.

BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district must:

1) Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators. (List actions)
   - Workshops, PFE opportunities, P/T Conferences to explain and share state academic standards, assessment results, and provide resources to support their child's education.

2) Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy). (List actions)
   - The school provides literacy workshops and take-home activities to help families support reading and writing at home, along with technology training on programs such as FastBridge, ST Math, and Read Naturally Live. Families also receive guidance on responsible technology use. Printed and digital resources are shared in multiple languages to ensure families can effectively support learning at home.
3) Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement. (List Actions)
   - Conduct ongoing coaching and PLC support to help all staff implement engagement strategies

4) Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement. (List Actions)
   - Title I parent engagement activities are aligned with federal, state, and local programs, including public preschool, to ensure a coordinated approach. The school provides parent workshops, resource events, and partnerships with community organizations to support family involvement. Information and resources are shared in a clear, accessible way so families can easily connect with available supports.

5) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (List actions)
   - The school shares information about programs, meetings, and activities through newsletters, emails, reminders, and postings on the school and district websites. Information is provided in accessible formats, including printed, digital, and verbal communication, and translations are available in preferred languages as needed to ensure all families can stay informed and engaged.

The following are allowable activities:

6.) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. (List actions)
   - Parents are invited to share input through surveys and focus groups, and their feedback is used to shape professional development so staff can better support student learning.

7.) May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training. (List actions)
   - Actions include identifying training needs, selecting appropriate programs, and allocating funds to support teacher participation.

8.) May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions. (List actions)
- Used to support parent participation in school meetings and training. Actions include identifying needs, budgeting, and providing support.

9.) May train parents to enhance the involvement of other parents. (List actions)
- Select parent leaders, provide training, coordinate parent support groups

10.) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation. (List actions)
- Actions include using Google Meet, maximize scheduling options, coordinating staff, and in-home meeting

11.) May adopt and implement model approaches to improving Parent and Family Engagement. (List actions)
- Actions include selecting models, training staff, and monitoring effectiveness.

12.) May establish a district parent advisory council to provide advice on all matters related to Parent and Family Engagement in programs supported under this section. (List actions)
- Actions include recruiting members, holding meetings, and using input to guide engagement programs

13.) May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities. (List actions)
- Actions include identifying partners, defining roles, and coordinating activities.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall 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 in a format and, to the extent practicable, in a language such parents understand. (List actions)

- Actions include providing translated materials, accessible formats, and clear communication of school information and reports.

PART IV-ADOPTION – This **School Name** Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by **Bench Elementary School** on 04/16/26 and will be in effect for the period of 2026-28 school years or as needed. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 09/30/2026.

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Signature of Title I Authorized Representative

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Date

3/02/26vr

Name and Signature of Parents, Students, and Staff Involved in the PFE Policy Process:	
Name	**Signature**