

## **Title I Parental/Guardian Involvement**

The board recognizes that parent/guardian and family engagement helps students participating in Title I programs achieve academic standards. To promote parent/guardian and family engagement, the board adopts the following policy, which describes how the district will involve parent/guardian and family members of Title I students in developing and implementing the district's Title I programs.

### **District-Wide Parent/Guardian and Family Engagement**

The district will do the following to promote parent/guardian and family engagement:

- A. The district will involve parents/guardians and family members in jointly developing the district's Title I plan.
  1. Parents/guardians and students from all schools will be invited to an annual meeting to explain the goals and purposes of Title I, Learning Assistance Program (L.A.P.), English Language Development (ELD), Special Education, Highly Capable Services and other support programs.
  2. At the annual meetings, parents will review and give input on Title I, L.A.P., Special Education, Highly Capable Services and other support programs.
  3. Distribute the district parent/guardian and family engagement policy on an annual basis through newsletters and the district and school building websites.
  4. To the extent needed and practicable, distribute the parent/guardian and family engagement policy in multiple languages and formats.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all schools within the district in the planning and implementing of effective parent/guardian and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
  1. Barriers to greater participation by parents/guardians in Title I activities;
  2. The needs of parents/guardians and family members to assist with the learning of their students, including engaging with school staff members and teachers; and
  3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental/guardian involvement and to revise this policy when necessary.

The district will facilitate removing barriers to parental/guardian and family engagement by doing the following:

1. Conducting joint parent/guardian and family meetings,
2. Holding meetings at various times of the day and evening and
3. Facilitate parent/guardian attendance at meetings through the payment of transportation.

D. The district will involve parents/guardians of Title I student in decisions about how the Title I funds reserved for parent/guardian and family engagement are spent. The district will use Title I funds reserved for parent/guardian and family engagement for at least one (1) of the reasons specified in 20 U.S.C. § 6318(a) (3) (D).

E. The district and each of the schools providing Title I services will do the following to support a partnership among schools, parents/guardians, and the community to improve student academic achievement:

1. Provide assistance to parents/guardians of Title I students in understanding the following topics:
  - a. Washington's challenging academic standards;
  - b. State and local academic assessments, including alternate assessments;
  - c. The requirements of Title I;
  - d. How to monitor their student's progress; and
  - e. How to work with educators to improve the achievement of their children
2. Provide materials and training to help parents/guardians work with their student(s) to improve their student's academic achievement, such as literacy training and using technology, as appropriate, to foster parental/guardian involvement by doing the following:
  - a. Giving guidance as to how parents can assist at home in the education of their child.
  - b. Holding parent meetings at various times of the day to parents and guardians to participate
  - c. Outlining Title I, Part A supports for students in foster care throughout the district
  - d. Provide opportunities for parents/guardians to meet with classroom and Title I, Part A teachers to discuss their student's progress.
3. Educate teachers, specialized instructional support staff members, building principals, and other staff members with the assistance of parents/guardians, in

the value and utility of contributions of parents/guardians and how to do the following:

- a. Reach out, communicate with, and work with parents/guardians as equal partners;
  - b. Implement and coordinate parent/guardian programs; and
  - c. Build ties between parents/guardians and the schools.
4. Coordinate and integrate parent/guardian and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
- a. Head Start;
  - b. Even Start;
  - c. Learning Assistance Program;
  - d. Special Education; and
  - e. State-operated preschool programs.
5. Ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parents/guardians of participating students. The information will be provided in an understandable and uniform format, including alternative formats upon request in a language the parents/guardians can understand.

### **School-Based Parent/Guardian and Family Engagement Plans**

Each school building offering Title I services will have a separate parent/guardian and family engagement plans, which will be developed with parents/guardians and family members of Title I students. Parents/guardians and family members will receive written notice of their school's parent/guardian and family engagement plan in an understandable and uniform format in a language the parents/guardians can understand.

Each school-based plan will describe how each school building will do the following:

1. Convene an annual meeting at a convenient time, to which all parents/guardians of Title I students will be invited and encouraged to attend, to inform parents/guardians of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents/guardians have under Title I;
2. Offer a flexible number of meetings, such as meetings in the morning or evening;
3. Involve parents/guardians, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
4. Provide parents/guardians of Title I students the following:

- a. Timely information about Title I programs;
- b. A description and explanation of the curriculum in use at the school (s), the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their student(s), and respond to any suggestions as soon as practicably possible.

Each school-based plan will include a school-parent/guardian compact that outlines how parents/guardians, the entire school staff members, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help students achieve state standards. The compact will do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent/guardian will be responsible for supporting their student's learning, volunteering in their student's classroom, and participating, as appropriate, in decisions relating to the education of their student(s), including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents/guardians on an ongoing basis through the following:
  1. Annual parent/guardian-teacher conferences during which the compact will be discussed as the compact relates to the individual 'students' achievements;
  2. Frequent reports to parents/guardians on their 'students' progress;
  3. Reasonable access to staff members, opportunities to volunteer and participate in their student's class, and observation of classroom activities; and
  4. Ensuring regular two-way, meaningful communication between family members and school staff members in a language that family members can understand.

Legal References: 20 USC 6311 ("No Child Left Behind Act")

Adoption Date: **11/28/2005**

Revised Dates: 2/23/2017, 3/09/2017, 10/10/2019