

BERMUDIAN SPRINGS SCHOOL DISTRICT

SECTION: COMMUNITY

TITLE: TITLE I PARENT/FAMILY
ENGAGEMENT

ADOPTED: March 14, 2006

REVISED: July 10, 2018

	918. TITLE I PARENT AND FAMILY ENGAGEMENT
<p>1. Purpose 20 U.S.C. 6318 Pol. 102</p>	<p>The Board recognizes that meaningful and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the schools, parents and family members, and community.</p>
<p>2. Definition</p>	<p>Parent and Family (Family Member)- these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.</p>
<p>3. Authority 20 U.S.C. Sec. 6312 24 P.S. 510.2</p>	<p>The Board directs the District and each of its schools with a Title I program to:</p> <ol style="list-style-type: none"> 1. Conduct outreach to all parents and family members. 2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement. 3. Include parents and family members in the development of the Title I Parent and Engagement Policy. Following adoption of this policy by the Board, the policy shall be: <ol style="list-style-type: none"> A. Distributed to all parents and family members. B. Incorporated into the District's Title I Plan. C. Posted to the District's publicly accessible website. D. Evaluated annually with parent and family involvement. E. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, procedures, and activities.
<p>4. Accessibility 20 U.S.C. 6318 Pol. 138</p>	<p>Bermudian Springs School District (BSSD) and each of its schools with a Title I program shall provide communications, information, and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.</p>
<p>5. Delegation of Responsibility</p>	<p>The Superintendent or designee shall ensure that the district's Title I parental involvement policy, plan and programs comply with the requirements of federal law.</p>

<p>20 U.S.C. 6312</p>	<p>The Superintendent or designee shall ensure that the District and its schools with the Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts include: providing communications in a clear and simple language. Posting information for parents and family members on the District's website and including a telephone number for parents and family members to call with questions. BSSD will partner with community agencies assist in sharing the information. BSSD will provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.</p> <p>The building principal or Title I staff shall notify parents and family members of the existence of the Title I programs and provide the following:</p>
<p>Pol. 138</p>	<ol style="list-style-type: none"> 1. An explanation of the reasons supporting their child's selection for the program. 2. A set of goals and expectations to be addressed. 3. A description of the services to be provided. 4. A copy of this policy and the School Parent- Family Compact.
<p>Pol. 916</p>	<p>Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:</p> <ol style="list-style-type: none"> 1. Volunteer in their child's classroom. 2. Support their child's learning. 3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.
<p>6. Guidelines 20 U.S.C. Sec. 6318</p>	<p>Schools within the Bermudian Springs School District that operate a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.</p> <p>The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening.</p> <p>The schools shall involve parents and family members in an organized, ongoing, and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I plan. At these meetings, parents and family members shall be provided:</p>

	<ol style="list-style-type: none"> 1. Timely information about programs provided under Title I. 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards. 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. <p>To Ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, BSSD shall:</p> <ol style="list-style-type: none"> 1. Establish meaningful, ongoing two- way communication between the district, staff and parents and family members. 2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, website, email, telephone, parent and teacher conferences, and home visits if needed. 3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty. 4. Analyze and share the results of the Title I Parent/Family Survey. 5. Post school performance data on website. 6. Distribute and discuss the School-Parent and Family Compact. 7. Host various parent and family nights at each school building with a Title I program. 8. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members,. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support. 9. Actively recruit parents and family members to participate in school review and improvement planning. 10. Assign representatives to be available to work collaboratively with parents and family members, and to conduct school- level training to promote understanding of school data, comprehensive plans and the budgeting process. 11. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives. 12. If the Title I plan is not satisfactory to parents and family members, BSSD
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	<p>will submit any parent or family members comments with the plan when the school makes the plan available to the board.</p> <p><u>Building Capacity for Parent and Family Engagement</u></p> <p>BSSD shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:</p>
Pol. 102	
Pol. 127	<ol style="list-style-type: none"> 1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children. 2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement such as: <ol style="list-style-type: none"> A. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution. B. Using technology, including education about the harms of copyright piracy, as appropriate. C. Providing information, resources and materials in a user friendly format. D. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities. E. Training on how to use parent portal of the student information system to monitor grades and attendance. F. Educating teachers, specialized instructional support personnel, principals, and other school leaders and staff, with the assistance of parents and family members and in hot to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the schools. G. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resources that encourage and support parents and family members in more fully participating in the education of their children. H. Engage the Parent Teacher Organizations (PTO) to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
Pol. 814	
20 U.S.C. 6318	
Pol. 138	
20 U.S.C. 7845	
29 U.S.C. 3271 et seq	
29 U.S.C.	

<p>701 et seq 42 U.S.C. 11301 et seq 42 U.S.C. 9831 et seq Pol. 912</p>	<p>I. Train parents and family members to enhance the involvement of other family members and parents. J. Adopt and implement model approaches to improving parent and family engagement. K. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement. L. Engage community-based organizations and businesses in parent and family engagement activities.</p>
<p>Pol. 138</p>	<p><u>Coordinating Parent and Family Engagement Strategies</u> Schools shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:</p>
<p>20 U.S.C. 7845 Pol. 212 29 U.S.C. 3271 et seq</p>	<ol style="list-style-type: none"> 1. Involving school and program representatives to assist in identifying specific parent and family members needs. 2. Sharing data from other programs to assist in the developing initiatives to advance academic achievement and school improvement.
<p>29 U.S.C. 701 et seq 42 U.S.C 11301 et seq 42 U.S.C. 9831 et seq</p>	<p><u>Annual Parent and Family Engagement Policy Evaluation</u> School and District representatives shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program. The evaluation shall identify:</p>
<p>20 U.S.C. 6318</p>	<ol style="list-style-type: none"> 1. The barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority. 2. The needs of parents and family members to assist with the the learning of their children, including engaging with school personnel and teachers. 3. Strategies to support successful school and parent and family interactions. <p>The evaluation shall be conducted through:</p> <ol style="list-style-type: none"> 1. Establishment of a schedule and process for the policy review and revisions by parents and family members. 2. An evaluation of the effectiveness of the content and communication methods through a variety of methods. 3. A parent and family members and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes. 4. Documentation of parent and family member input regarding Title I programs and activities from throughout the year. 5. Focus groups. Parent and family members, and community members, unable

	<p>to attend the focus groups in person shall have an opportunity to participate in an alternate format.</p> <ol style="list-style-type: none"> 6. A parent and family advisory council comprised of a sufficient number of representative group of parents and family members to adequately represent the needs of the Title I population. 7. School and District representatives shall use the findings of the annual evaluation to design evidence- based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.
Pol. 102	<p><u>School-Parent and Family Compact</u></p> <p>Each school in the district receiving Title I funds shall jointly develop with parents/ family members of students served in the program a School-Parent/Family Compact outlining the manner in which parents and family members, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:</p> <ol style="list-style-type: none"> 1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards. 2. Describe the ways in which parents and family members will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time. 3. Address the importance of ongoing two-way, meaningful communication between parent/family members and teachers through at minimum, annual parent-teacher conferences, frequent reports to parents/family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
Pol. 916	
20 U.S.C. 6318	<p><u>Title I Funds</u></p> <p>Unless exempt by law, a reservation of at least one percent (1%) of Title I funds shall be reserved to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family activities. Not less than ninety percent (90%) of the reserved funds shall be distributed to District schools with a Title I program, with priority given to high needs schools. The District shall use the Title I reserved funds to conduct activities and strategies consistent with this policy including:</p>
Pol. 333	<ol style="list-style-type: none"> 1. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessional, early childhood educators, and parents and family

	<p>members.</p> <ol style="list-style-type: none">2. Supporting programs that reach parents and family members at home, in the community, and at school.3. Disseminating information on the best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.4. Collaborating or providing subgrants to schools to enable such schools to collaborate with community- based or other organizations or employers with a record of success in improving and increasing parent and family engagement.5. Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy. <p><u>Documentation of Parent and Family Engagement Practices</u></p> <p>Documentation to track the implementation of this policy is an essential part of compliance and may include, but not limited to, sign- in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.</p>
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