

The board of trustees of this district adopts this policy to encourage and facilitate parental participation in Title I educational programs and experiences of students. This policy provides the framework for organized, systematic, ongoing, informed, and timely parent involvement relative to decisions about the Title I services within the district.

This district will fully comply with the requirements of 20 U.S.C. Sections 1118 and 6319. It is the policy of this district to plan and implement, with meaningful consultation with parents of participating students, programs, activities, and procedures for the involvement of parents in its Title I programs.

POLICY DEVELOPMENT

The administration will develop jointly with, agree upon with, and distribute to parents a written parent involvement policy that will be incorporated into the district's Title I plan. The policy must be reviewed on an annual basis, and amended as necessary. The policy will be developed on a district-wide basis and will be applicable to all district schools which receive Title I funds. The Title I Coordinator will be responsible for facilitating development of the policy and ensuring that the policy addresses each of the following components:

1. EXPECTATIONS FOR PARENT INVOLVEMENT:

The policy will establish the expectations for parent involvement and describe how the district will:

- a. Involve parents in the joint development of the district's Title I plan and the process of school review and improvement.
- b. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement;
- c. Build the schools' and parents' capacity for strong parent involvement;
- d. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Even Start, and other similar preschool programs, including Parents as Teachers;
- e. Conduct, with the parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine the policy's effectiveness in increasing parent participation and identify barriers to greater parent participation in Title I activities with attention to parents of students with disabilities, those who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

- f. Use the evaluations to design strategies for improving and revising, if necessary, the district-level parental involvement policies.
- g. If the district's Title I plan is not satisfactory to the parents, the district will submit any parent comments with the plan when the plan is submitted to the State.

2. ANNUAL MEETING:

The policy will address the involvement of parents in the development of the parental involvement policy and the ongoing and timely planning, review, and improvement of school-wide Title I programs. The Title I school will schedule an annual meeting to explain to parents the program, its requirements, and their right to be involved. As necessary to facilitate parent involvement, the school may offer a flexible number of meetings.

3. TITLE I PROGRAM IMPROVEMENT:

The policy will address the involvement of parents in the planning, review, and improvement of the parent involvement programs.

4. INFORMATION SHARING:

The policy will specify how the district will provide parents with:

- a. Timely information about Title I programs;
- b. School performance profiles as required by law and their child's individual student assessment results along with an interpretation of the results;
- c. A description and explanation of the curriculum and forms of assessment used, and the expected student proficiency levels;
- d. The opportunity to make suggestions, share experiences with other parents and participate in decisions relating to their child's education; and,
- e. Timely responses to parents' suggestions.

5. SCHOOL/PARENT COMPACT:

The district will develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student achievement and attainment of State high standards. The compact will:

- a. Describe the school's responsibility to provide high-quality curriculum and instruction in an environment that will enable participating students to meet State student academic achievement standards.

- b. Describe the parent's responsibility for supporting their children's learning.
- c. Address the importance of communication between teachers and parents on an on-going basis through:
 - (1) At least annual parent-teacher conference to discuss the compact and the child's achievement;
 - (2) On demand progress reports through the district's student information system (SIS) to the parents; and
 - (3) Reasonable access to staff, opportunities to volunteer, participate, and observe in the child's classroom.

6. DISTRICT-PARENT-COMMUNITY PARTNERSHIP:

To ensure effective parental involvement and to support a partnership among the district, parents, and community to improve student achievement, the policy will describe how the district will:

- a. Provide assistance to parents in such areas as understanding federal and State education goals, State student academic content and student performance standards, assessments, monitoring their child's progress, working with educators to improve their child's performance, and participating in decisions regarding their child's education;
- b. Provide materials and training to assist parents in working with their children to improve their children's achievement, including coordinating necessary literacy training from other sources to foster parental involvement;
- c. Educate staff, with parental assistance, in the value and utility of contributions of parents and in how to involve and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;
- d. Coordinate and integrate parental involvement programs and activities with Head Start, Even Start, the Home Instructions Programs for Preschool Youngsters, the parents as Teachers Program and public preschool and other programs, as feasible and appropriate;
- e. Develop appropriate roles for community-based organizations and businesses in parental involvement activities and providing information about and encouraging the formation of partnerships between public schools, businesses, and parents;
- f. Conduct activities such as parent resource centers and opportunities for parents to learn about child development and child rearing, as appropriate and feasible;

- g. Ensure, to the extent possible, that information about school and parent meetings, programs, and activities is sent home in the language used in the participating child’s home;
- h. Provide other reasonable supports for parental involvement as requested by parents to allow the inclusion of parents in school-related meetings and trainings.
- i. To the extent practicable, provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- j. The policy will also describe the process to be taken if the district and school choose to:
 - (1) Involve parents in the development of staff training to improve the effectiveness of the instruction and services to participating children;
 - (2) Provide necessary literacy training with Title I program funds if all other funding has been exhausted;
 - (3) Train and support parents to enhance the involvement of other parents;
 - (4) Arrange meetings at varied times to maximize parental opportunities for participation in school-related activities, including staff in-home conferences with parents who are unable to attend conferences at school.

PARENT ACCESSIBILITY

The district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.

The district and each school will assist parents and parent organizations in learning of and about parental information and resource centers.



LEGAL REFERENCE:

No Child Left Behind Act of 2001, 20 USC § 6301, et seq., including, specifically, §§ 1118 and 1120A
20 USC § 6319

ADOPTED: October 20, 2016

AMENDED:

The board of trustees of this district has set expectations for parental involvement through an organized and systematic approach to encourage parental participation in the education process for their children (see Policy 677). The expectations include having the district and Title I schools conduct at least annual meetings with parents of Title I students and comply with all terms of that policy to create the named partnerships and compact.

Parents will be involved in the development of the district's Title I plan and the process of school review and improvement, and in providing coordination, technical assistance, and other support necessary to assist the schools in planning and implementing parental involvement. Steps to ensure such involvement include: 1) scheduling and conducting meetings reasonably calculated to be attended by parents for the purpose of receiving input, 2) sharing drafts of proposals and seeking additional parental input, 3) engaging in informal discussions with individual parents or focus groups of parents, conducting surveys for parental input, and 4) other strategies for gathering input.

The Title I coordinator will regularly communicate with outside programs and resources and share parental input and recommendations for their consideration.

The annual evaluation of the development of the parental involvement policy, Policy 677, focusing on its effectiveness in increasing parental involvement and identifying barriers to greater parental involvement, will be accomplished at the annual meeting and by the collection of objective data regarding the number of parents attending meetings and requesting parent meetings with teachers or other staff, including administrators; the analysis of the issues or concerns raised by parents, and their resolution; and the level of parental satisfaction with the district's processes.

Based upon the evaluation results received from parent input, the district and individual Title I schools will revise this policy as determined to be necessary. Written parental comments to the district's Title I plan will be submitted, with the plan, to the State Department of Education.



LEGAL REFERENCE:

No Child Left Behind Act, Section 1118

ADOPTED: July 29, 2004

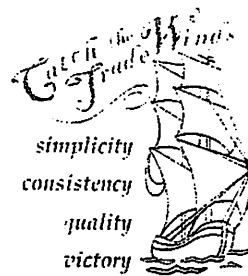
AMENDED: October 20, 2016

**BLACKFOOT SCHOOL DISTRICT #55
TITLE I PARENTAL INVOLVEMENT PLAN**

TITLE I REQUIREMENT	EVIDENCE OF COMPLIANCE	PARTICIPANTS	ACTIVITIES/STRATEGIES	TIME/DATE
<p>1. Shall plan programs, activities, and procedures and implement with meaningful consultation with parents of participating children. Parents shall be involved in the decisions regarding how funds are allotted for parental involvement activities.</p>	<p>Agenda Participation List District Policy</p>	<p>Administration PTA/PTO School Leadership Team Teachers School Staff Parents</p>	<p>Needs Survey. Our School Leadership Teams will meet to discuss the results of the Needs Assessment. Parents will be invited to an open house, workshops and training sessions. If desired, parents may be schedule an observation of classroom activities. A parent night will be scheduled quarterly to allow parents access to their children's classrooms to learn about the curriculum and activities offered to their children.</p>	<p>Ongoing</p>
<p>2. Shall discuss annually the partnership as it relates to the individual child's achievement. Review the partnership annually for changes with consultation by parents.*</p>	<p>Participation List On File</p>	<p>Administration Title I Staff Parents Teachers Students</p>	<p>The Title I Annual Meeting will take place at the beginning of each school year in conjunction with an open house. Blackfoot School District's Partnership will be signed by all parents, children, and teachers at registration.</p>	<p>The first nine weeks of school. On registration day or the first day of school for the student.</p>
<p>3. Shall provide assistance to parents in understanding such topics as the Idaho Standards Achievement Tests (ISAT), the Idaho Reading Inventory (IRI), local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>	<p>District Policy, Meeting Agendas, District Policy, Copy of reports on file.</p>	<p>Administration, Teachers, Support Staff, Parents, Students</p>	<p>The results of all state required testing will be shared with parents. ISAT results will be shared with parents two times per year at Parent/Teacher Conferences. Report Cards will be sent home every nine weeks.</p>	<p>When available. Two times per year. Every nine weeks.</p>
<p>4. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.</p>	<p>On file</p>	<p>Administration School Staff Teachers Title I Staff District Staff</p>	<p>Blackfoot School District's Newsletter will be sent home at least four times a year. Blackfoot School District's Web Page Address is: http://www.d55.k12.id.us. Individual school information will be sent home in monthly newsletters. If feasible, translation of notices, forms, letter, etc., will be made possible.</p>	<p>Four times a year. Ongoing Monthly</p>
<p>5. Shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, childcare, or home visits with funds for parent involvement.</p>	<p>District Policy</p>	<p>Parents, Teachers, Administration, Children, School Staff</p>	<p>Parents will be invited to school parent/teacher conferences. Additional conferences will be held when needed. Parents will be encouraged to communicate with school staff concerning their children. Home visits will be conducted on an as needed basis.</p>	<p>As needed throughout the year.</p>
<p>6. Shall involve parents (families), in an organized, ongoing, and timely way, in planning, review and improvement of programs including the planning and evaluation of programs.**</p>	<p>Agenda, Participation List</p>	<p>Administration, PTO/PTA, Teachers, Title I Staff</p>	<p>A needs survey will be online yearly on the district's website. School Leadership Teams will meet to discuss the results of the needs assessment.</p>	<p>Ongoing</p>
<p>7. Shall provide training for teachers, staff and principals on how to work together in a joint effort to reach out, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school.</p>	<p>Participation List, Teacher Schedules</p>	<p>Title I Staff Guidance Counselor</p>	<p>Parent education workshops will be offered throughout the school year. Individualized parent education sessions will be available on an as needed basis.</p>	<p>Ongoing</p>

Blackfoot School District #55

Title I Handbook



DESCRIPTION OF TITLE I

Title I is a federal program which provides assistance to improve the teaching and learning of at-risk children in high-poverty schools to enable those children to meet challenging academic content and performance standards. The assistance provided by Title I focuses on school-wide reform efforts, parent involvement, professional development, and standards and assessments.

PURPOSE OF TITLE I

The purpose of the Title I program is to help disadvantaged students achieve the State's high, challenging academic standards expected of all children. Title I supports the comprehensive state and local reform of teaching and learning. The Title I emphasis is on high academic standards with aligned curriculum, assessment and professional development.

The law makes it much easier for schools to take advantage of school-wide models which allow Title I funds to be used along with other federal, state, and local funds to upgrade and reform the entire instructional program in the school for all students.

Title I funds are to be used to create opportunities which extend learning time, minimize pull-out programs that remove children from the classroom, support instructional programs of advanced rather than rote skills, implement accelerated curriculum strategies rather than remedial drill and practice, and use effective strategies based on research.

TITLE I PROGRAM INCLUDES:

IMPROVING BASIC PROGRAMS OPERATED BY LOCAL SCHOOL DISTRICTS

- Supports school districts in providing high-quality opportunities for students in high poverty schools to meet the same challenging state content and performance standards.
- Promotes extending learning time in accelerated rather than remedial classes.
- Expands eligibility for schools to operate school-wide programs that serve all children in high poverty schools.
- Supports achievement of effective transitions: preschool to school, and school to work.
- Establishes accountability based on results, drawing data from the statewide assessments and local measure while reducing duplicate testing.
- Increases effective parental participation.
- Assures fair and equitable participation of private school students.
- Supports coordination with health and social services.