

## STUDENT PERSONNEL

### Series 500

#### POLICY TITLE PARENTAL/GUARDIAN AND FAMILY ENGAGEMENT No. 505.8

Parental/guardian and family engagement is an important component in a student's success in school. The board encourages parents/guardians and families to become involved in their child's education to ensure the child's academic success. The board will annually convene a School Improvement Advisory Committee (SIAC) in order to:

- (1) Involve parents/guardians in the development of the Title I plan, the process for school review of the plan and the process for improvement by reviewing district survey data regarding Title I program implementation during the previous school year. This review will happen during an early summer SIAC meeting. SIAC would work to review feedback provided by parents/guardians of participating Title I children, teachers and administrators through this annual survey. SIAC will then provide suggestions for any revisions to the Title I plan and parental/guardian involvement policy for the upcoming school year. Once created, the policy will be distributed to the parents/guardians of Title I children during the annual fall parent/guardian meeting or upon entrance into the Title I program after the fall meeting occurs. Parents/guardians will be notified of this policy in an understandable and uniform format, and, to the extent practical, provided in a language the parents/guardians can understand. Elementary schools encourage parent/guardian recommendations on how the program can provide better support for our Title I students. As parents/guardians provide input through either written or verbal communication, recommendations will be considered and responded to in a timely manner by the Title I teacher and coordinator;
- (2) Provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance by reviewing parental/guardian survey data and gathering additional input from the SIAC for effective parental/guardian involvement activities. This data review and provision of input will occur during an early summer SIAC meeting;
- (3) To the extent feasible, coordinate and integrate parent/guardian and family engagement strategies under Title I with parent/guardian and family engagement strategies outlined in other relevant Federal, State, and local laws and programs by working with local public preschool programs, local library programs, and local ELL and special education programs. Our homeless education program coordinates with the local backpack program to offer support to students that are food insecure, especially over weekends. Collaboration meetings will occur quarterly with the purpose of ensuring coordination of federally, state, and locally funded programs within our district;

(4) Conduct with the involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the school served including identifying: barriers to greater participation by parents/guardians in Title I activities (with particular attention to low-income parents/guardians, Limited English Proficient (LEP) parents/guardians, parents/guardians of any racial or ethnic minority, parents/guardians with disabilities and parents/guardians with limited literacy); needs of parents/guardians and family to assist their children's learning; and strategies to support successful school and family interactions by ensuring a survey is developed that addresses the points outlined above. Once distributed, the information gathered from this survey will be reviewed annually by the JCSD SIAC;

(5) Use the findings of the annual evaluation to design strategies for more effective parent/guardian and family involvement and to revise, as necessary, the parent/guardian and family involvement policies by reviewing district survey data regarding Title I program implementation during the previous school year. This review will happen during an early summer SIAC meeting. SIAC would work to review feedback provided by parents/guardians of participating Title 1 children, teachers and administrators through this annual survey. SIAC will then provide suggestions for any revisions to the Title I plan and parental/guardian involvement policy for the upcoming school year. Once created, the policy will be distributed to the parents/guardians of Title I children during the annual fall parent/guardian meeting or upon entrance into the Title I program after the fall meeting occurs. Parents/guardians will be notified of this policy in an understandable and uniform format, and, to the extent practical, provided in a language the parents/guardians can understand;

(6) Involve parents/guardians and families in Title I activities by providing opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members who have limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and families of migratory children) by providing information and school reports in a format and language the parties can understand. In addition, each Title school will hold at least an annual literacy meeting and describe how the Title I program supports the students, provide opportunities for parent/guardian input into the program, and share information on how parents/guardians can support the literacy development of their children. The Title I teachers will provide resources for parents/guardians including how they can support their children at home. Additional meetings with flexible times will be held throughout the year, and will be guided by parent/guardian suggestions. During these meetings, parents/guardians will be given assistance in understanding Title I requirements, literacy standards, literacy curriculum, assessments, instructional objectives and strategies that are used in the program. In addition parents/guardians and families will receive forms showing

student progress and the expected proficiency levels through individual reports and report cards given at conference time.

A jointly developed school/parent/guardian compact outlines how parents/guardians, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents/guardians will build and develop a partnership to help children achieve our local high standards. Additionally, materials and training will be provided to help parents/guardians work with their children to improve their children's achievement and foster parent/guardian involvement through parent/guardian handouts and information shared at the annual meeting.

The Title I program provides opportunities for parents/guardians to become partners with the school in promoting the education of their children both at home and at school. Parents/guardians are given help in monitoring their child's progress and provided assistance on how to participate in decisions related to their child's education. The school also provides other reasonable support for parental/guardian involvement activities as requested by parents/guardians. Parents/guardians are encouraged to participate as volunteers in the school setting. Individual conferences will be held upon request.

The district shall involve parents/guardians in determining how to allocate reserved Title I funds in accordance with applicable laws.

The board will review this policy annually. The superintendent or designee is responsible for notifying parents/guardians of this policy annually or within a reasonable time after it has been amended during the school year.

Legal references:

[20 U.S.C. §6318](#)

Cross References:

[903.2](#) Community Resource Persons and Volunteers

Date Approved: August 22, 2011

Last Date Reviewed: March 4, 2024

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