

Title I Parent Involvement (Engagement)

The Board recognizes that parent and family engagement contributes to the achievement of academic standards by students.

To promote parent and family engagement, the District will involve parents and family members of Title I students in developing and implementing the District's Title I programs.

District-Wide Parent and Family Engagement

The District will do the following to promote parent and family engagement:

A. The District will involve parents and family members in jointly developing the District's Title I plan. For example, the special programs director will gather information from parents through the school's comprehensive school improvement process, by holding an annual meeting, and giving parents an opportunity to provide input.

B. The District will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.

C. The District will conduct an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. This will include identification of any barriers to greater participation by parents in Title I activities, needs of families to support the learning of their children and the sharing of 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 involvement and to revise this policy if necessary.

The District will facilitate removing barriers to parental involvement by using a variety of methods to engage families. For example, conducting joint parent meetings with other school meetings and activities, using surveys, and utilizing interpreters.

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

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

1. Provide assistance to parents of Title I students, as appropriate, in understanding Washington's challenging academic standards, State and local academic assessments, including alternate assessments, the requirements of Title I, how to

- monitor their child's progress, and how to work with educators to improve the achievement of their children.
2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and math as appropriate, to foster parental involvement.
 3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
 - Reach out, communicate with, and work with parents as equal partners;
 - Implement and coordinate parent programs; and
 - Build partnerships between parents and the school.
 4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other programs, such as: Head Start; Learning Assistance Program; Special Education; and state-operated preschool programs.
 5. Ensure that information related to the school and parent programs, meetings, and other activities, is provided to the parents of participating children. The information will be provided in an understandable format utilizing multiple forms of communication, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a parent and family engagement policy, which will be developed with parents and family members of students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable format and, to the extent practicable, in a language the parents can understand.

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

- A. Convene an annual meeting for parents of students, choosing optimal times for involvement, to inform parents of their school's participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
- B. Involve parents in the planning, reviewing, and improving of Title I programs; and
- C. Provide parents of Title I students the following:
 - Information about Title I programs
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must 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 will be responsible for supporting their children's learning. For example, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time.
- B. Address the importance of communication between teachers and parents on an ongoing basis (i.e., parent-teacher conferences, reports to parents on their children's progress, how to access staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities) and regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Legal References:

[Every Student Succeeds Act \(ESSA\)](#)

[20 USC 6312 Local educational agency plans](#)

[20 USC 6318 Parent and family engagement](#)

Bremerton School District

Adopted:	6/3/2004			
Revised:	7/15/2004	3/6/2008	6/17/2010	11/8/2018