

Title I Family Engagement

Statement of Purpose

Lake Pend Oreille School District is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents, families and with the community. Everyone gains if school and home work together to promote high achievement for our children. Neither home nor school can do the job alone. Parents and families play an extremely important role as a child's first teacher. Their support for their child and for the school is critical to student success at every step along the way.

The Title I Program provides the assistance any student may need to reach grade level, school and District goals. LPOSD intends to include parents in all aspects of the Title I Program. The goal is a school-home partnership that will help all students in the District to succeed.

Policy Definitions

In this policy the word "parent" also includes guardians and other family members involved in supervising the child's education. All schools receiving Title I support in LPOSD are schoolwide. The term "schoolwide" means all students benefit from the funding.

Parental Involvement in Developing the Family Engagement Policy at the District Level

Per federal requirements the District will develop jointly with the parents of children participating in the Title I Program a written family engagement policy.

A District Leadership Advisory Committee consisting of Title I staff, parents, one principal from a Title I school, one member of the District Title Steering Committee and the Title I director have developed and will monitor the District's Family Engagement Policy. The *District Leadership Advisory Committee's* parent representatives will be selected from Title I schools.

The goal is to have parents actively involved in developing the District's Family Engagement Policy. This policy must be reviewed annually with parent input. The District's current Family Engagement Policy will be made available to all parents of children participating in the Schoolwide Program.

Annual Meeting for Title I Parents at the School Level

At the annual meeting at each Title I school, parents will be given information about the Schoolwide Program. Parents will update their school's family engagement plan (policy) which describes how the school will carry out the family engagement activities. Each school's plan will be updated periodically and made available to the local community.

The annual meeting will be held once and if possible, twice, to accommodate as many parents as possible. Parents will be sent invitations or flyers about the location and times of all meetings and events.

In addition to the required annual meeting at the school, at least two additional opportunities (event, meeting, conferences, activity), shall be held at various times of the day and/or evening for parents.

These meetings shall be used to provide parents with:

1. Information about Schoolwide Programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to their school's schoolwide program.

School-Parent-Student Agreement

According to federal regulations, each school receiving Title I funding must share responsibility with parents for high student performance by developing a school-parent-student agreement jointly with parents. These agreements must outline how parents, staff and students will share responsibility for promoting high student achievement. Parents serving on the schoolwide planning team will be involved in designing these agreements.

The school-parent-student agreement shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children to meet the state's academic achievement standards;
2. Indicate the ways in which each parent can promote their learning, such as monitoring attendance, homework completion, and "screen time" (ie: video games, social media, television, cell phone, smart device); volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conference, frequent reports to parents, and reasonable access to staff.

Parents will receive the school-parent-student agreement from their child's school with a checklist of responsibilities that teachers, parents, and students will each have for helping students achieve their goals. Parents are urged to discuss the agreement with their children, before signing it and having their children sign.

Types of Family Involvement

There are many ways in which parents can become involved in their children's education. Lake Pend Oreille School District values both the at-home contributions and those which take place at school and in the community. Reading to children at home and talking with them at a family meal are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership that will help all our children to succeed. Parent and family engagement takes many forms. Please refer to your child's school-parent-student agreement and *Epstein's Six Types of Parent Involvement* for ideas.

Matching Programs to the Needs of Our Community

Each year, the school district will assess the needs of parents and children through a variety of measures which include parent questionnaires and/or surveys. Title I programs will rely on evidence based strategies to meet parents needs based on these results. Parent information will be made available through various means including, but not limited to, workshops, newsletters, conferences, pamphlets and training models for parent volunteers. Parents may call their local school office or the District Office at any time to express an interest in a particular sort of workshop or to make suggestions.

Staff-Parent and Family Communication

The parents and families of children participating in intervention programs shall receive an explanation of the reasons supporting each child's selection for an intervention, and a description of the services to be provided (*i.e.*, *K-3 Literacy Plan*). Opportunities will be provided for the parents to meet with the classroom teacher and interventionist to discuss their child's progress.

Schoolwide communications will be distributed at least four times each year to inform parents of student progress. Parents will also be informed of parent activities through a variety of avenues: invitations, flyers, websites, bulletins, online learning management systems, back and forth folders, newsletters, and email contact. Parents are encouraged to take the initiative to call their child's teacher or the school office when they are concerned about a problem or have questions.

Evaluation

The content and effectiveness of the District's Title I Family Engagement Policy will be evaluated annually, and parents will be asked for their input. The evaluation will include an assessment of the effectiveness of parent engagement and to help identify barriers to family engagement. The school District may revise its Family Engagement Policy on the basis of this annual review.

The LPOSD School Board has approved this commitment to family engagement and to the role of parent representatives. The policy will be disseminated by the Title I Director and Title I teachers throughout the District, and promoted by building principals and other school staff.

Legal Reference: 20 U.S.C. § 6311 State Plans
20 U.S.C. § 6312 Local education Agency Plans
20 U.S.C. § 6311 Parental Involvement

Policy History:

Adopted on: January 27, 2009

Revised on: May 26, 2020