

Policy—4130

Community Relations

Title I Parent and Family Engagement

The Odessa School Board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how 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.
 - At the end of September, parents and teachers of identified students will be sent a letter indicating their child qualifies for services plus an invitation to attend the annual meeting and to help develop a Title I plan. There will also be an opportunity to sign up at the fall school open house.
 - The annual meeting will be held the third week of October for the parents of eligible children, teachers, and administrators. The agenda includes:
 - A brochure describing the parents' rights and responsibilities (including developing the Title I plan.)
 - An invitation to participate in developing the district's Title I plan.
 - A "Parent/Family Packet" will be available for families.
 - Additional meetings per request, may be set up during the school year to gain feedback and suggestions.
 - At the end of the third quarter or second trimester, a survey will also be sent to parents and staff to determine what changes need to be done to the policy.
- 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. This includes keeping parents informed, involved and giving them the tools for helping their own children as well as other children. The district will keep parents apprised and/or involved by:
 - Using the PFE survey data results to explore options in response to parents request for guidance in helping their children with literacy, math, and/or behavior skills. Options might include targeted parent teacher conferences with extended time, workshops or trainings that are skill specific, technology, and CCSS.
 - Providing access for families to use school licensed technology programs that improve student proficiency on state tests.
 - Providing opportunities for parents to volunteer at school including trainings for volunteers who wish to tutor.
 - Encourage parents to help in planning Title I or LAP events inside and outside of school time with an academic focus (examples of, but not limited to...)
 - "Donuts for Dad's and Dudes" & "Muffins for Mom" - social emotional activities January & May
 - "Kindness Week" - social, emotional activities
 - "STEM Nights" - science, math and technology
 - Invite parents to participate on committees such as the curriculum or vocational advisory committees
 - Help develop and implement policies and procedures including the school compact
 - Parent/Teacher Conferences & Arena Student-Led Conferences
 - Concerts and Musicals
- C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
 - a. Barriers to greater participation by parents in Title I activities
 - Odessa's Title I targeted funds are dedicated to administering additional pull-out intervention classes in addition to CORE. The stumbling block is that students are far behind by the time they are in 8th grade. There is a wide range of skills differences for the middle school students served.
 - Parents tend to be less likely to become engaged by the time their children reach middle and high school. They prefer to watch and attend events that their children participate in such as sports, music, and extra-curricular activities.
 - The parents often don't realize how much their invested time increases their child's success.

The district will facilitate removing barriers to parental involvement by doing the following:

- Extend financial resources: 1) Combine Title I and LAP events and activities; 2) Use multi grade, small group interventions versus one on one tutoring
 - Address skill differences in intervention classes aided by diagnostic technology, such as ALEKS
 - Meetings will be scheduled at times most convenient for parents, before school, after school, and early evening so families get home in a timely manner and offer child care
 - Promote positive communication with parents and families
- b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; opportunities include
- Fall Open Houses - general knowledge, explain expectations, how to use student planners
 - Parent-Teacher Conferences – teaching strategies, how to access *Skyward* and tools for two-way communication with families
 - Student Led Conferences – students share their goals and achievements
 - Weekly Grade Checks – check up on students NOT passing classes and checking eligibility for participating in sports and extra-curricular activities
 - Online Access to Teachers - emails
 - Family Nights - build collaboration and model meaningful academic activities such as reading and math games, handout describing common core standards by grade level
 - Stem Science Nights – exposure and awareness about the *Next Generation Science Standards*.
- c. Strategies to support successful school and family interactions.
- Frequent, and mostly positive communication in easy to understand words in primary language
 - Providing resources with directions or training for using instructional tools at home
 - Parents learn about middle school student planners at the open house
 - Invite parents to share unique skills or their expertise
 - Mandated notification items are listed in Title I/LAP brochure
 - Family reading, science, and math events
- d. 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.
- Combine Title I and LAP events, meetings, and resources and meetings
 - Special education resources are available for both programs to share
 - Children may receive both IEP and Title I or LAP intervention
- D. The district will involve parents of Title I student 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)
- LAP funds may be used for K-3 literacy, math, or SEL and 7th/8th ELA assistance.
 - Title I funds are for 4th - 6th grade and up literacy, math, and/or SEL.
 - Parents may give input on what they believe are the highest priorities
- 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:
- I. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
- Washington’s challenging academic standards:
1. Access to the Academic Standards: 1) Boot Camps or Internet Cafes, 2) A link on the school website; www.odessa.wednet.edu, 3) numerous letters.
- State and local academic assessments, including alternate assessments:
1. The benchmarking assessments (AIMSweb and STAR and SBA) are used to benchmark or identify who needs to be served, and to evaluate the effectiveness of the Core Curriculum
 2. Progress monitoring is used to make sure students are moving ahead at an appropriate ROI, and make necessary changes
- The requirements of Title I:
1. A presentation at the annual meeting will explain Title I requirements, rights and responsibilities
 2. District newsletter contains Title I information
- How to monitor their child’s progress:
1. Progress monitoring tools (AIMSweb and STAR) reports are sent home with explanations about rate of improvement
 2. Self-explanatory graphs demonstrate improvement or lack thereof

How to work with educators to improve the achievement of their children

1. Specific homework will be sent home and should be unique to each child's needs.
 - A. fluency, prosody practice, computational fluency
 2. Planners or organizers will be made available and provide an opportunity for middle school students to ensure they complete their classwork and homework
 3. Weekly grade checks will be used to see why the students are or are not on track to reach their goals or eligible for sports and activities. (available online)
 4. Students will have supplementary licensed online access to My Math, IXL, Glencoe Math, Ticket to Read, Dream Box
2. Educate teachers, specialized instructional support personnel, principals, 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:
- A. Reach out, communicate with, and work with parents as equal partners
 1. Parent volunteers
 2. Community volunteers
 3. Send home directions for program and assessment technology
 - B. Implement and coordinate parent programs; and
 1. Volunteer groups
 - o Friends of the Pool
 - o Library Summer Program
 - o PTO
 - o Friends of the Library
 - o Go Odessa Rec Program
 - C. Build ties between the parents and the schools.

Coordinate and integrate parent and family engagement strategies, to the extent feasible

 1. Learning Assistance Program - similar to Title I in that it is focused on accelerate student growth and achievement in primary grades
 2. Special education funds are budgeted so the programs can share materials.
3. Coordinate and integrate parents and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
1. LAP information related to the school and parent programs, meetings, and other activities will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand
 2. Special education funds are budgeted, so they can share programs such as SRA.
 3. Sharing the cost for disseminating information through these methods: personal letters, on the school website, the Odessa Record, email, phone calls, brochures, plus state and federal publications

School-Based Parent and Family Engagement Policies

Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform 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:

Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I.

 - When: Third week in October
 - AGENDA:
 - o Rights and Responsibilities is a requirement
 - OTHER:
 - o Any information gleaned from spring parent survey and teacher survey that may impact the PFE plan and policy
 - o Morning Events: Donuts for Dad and Muffins for Mom
 - o School Day: Grandparents Day & art museum of student work
 - o After School: Business meetings with provisions for child care.
 - o Early Evening: Family events, so they get home expediently on school nights
 - o Conferences: At the convenience of each teacher
 - When to meet? Minimally 2 times a year for meetings
 - How often? Fall and spring, unless parents or teachers request more meetings.
 - Topics of greatest concern should arise from spring survey and budget dedication,
- Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and

- Use a survey (sent ahead of the meeting) to gain feedback. – Cover talking points – tally
- Provide parents of Title I students the following:
 1. Timely information about Title I programs; brochures, federal or state publications.
 2. 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.
 3. If requested by parents, opportunities for regular meetings 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.
 4. Provide parents with
 1. Timely information about Title I
 2. Description and explanation of curriculum and assessments
 3. Per request – regular meetings

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, 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
 - Each grade level teacher or subject specific teachers must provide an aligned syllabi explaining the curriculum and assessments used in their classroom
 - Students have access to practicing the state tests online at home and at school
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
 1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements: distribute during student led conferences
 2. Frequent reports to parents on their children's progress using STAR and AIMSweb data along with student progress on the SLP’s for 8th graders. Grade checks are weekly and posted online for junior high and high school students. Mid-quarter grades for middle and high school are posted between quarters.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; This opportunity is mentioned during the fall open house, in the general assembly and classrooms.
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

Legal References: 20 USC Section63II (“No Child Left Behind Act”)

Management Resources: *Policy News*, October 2008 Family Involvement Policy
Policy News, June 2005 Title I Parental Involvement Policy
Policy News, August 2003 No Child Left Behind Update

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