

STUDENT INSTRUCTIONFederal Funding and Title I

The Board may participate in federal programs which in the judgment of the administrative staff shall be beneficial to the total school program. All projects written to secure federal funds shall be on the recommendation of the Superintendent and approval of the Board. The Board shall comply with all federal and state certification requirements for alcohol and drug abuse education and prevention programs.

The Superintendent or designee shall pursue funding under Title I of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

In keeping with the requirements of federal law, the Board assures:

1. A salary schedule which applies to all instructional personnel,
2. Equivalence among schools in teachers, administrators, and auxiliary personnel,
3. Equivalence among schools in the provision of curriculum materials and instructional supplies, and
4. Parental consultation in project planning, implementation and evaluation.

Parental and Family Engagement

District schools operating Title I programs shall undertake the following to engage parents and families:

- Host an annual meeting that accommodates parents' needs to inform parents about Title I requirements and about the right of parents to be involved in the Title I program.
- Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program and the school-parent compact.
- Provide parents with timely information about the Title I program/services.
- Provide parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Develop, with the assistance of parents and families, and conduct an effective evaluation process regarding the Title I program.

School-Parent Compact

The District will distribute to parents a school-parent compact for each school operating a Title I program. The compact, jointly developed with parents, explains how parents, the entire school staff, and students share the responsibility for improved student academic achievement. It shall describe specific ways the school and families will partner to help children achieve the State’s academic standards. It will address the following:

- The school’s responsibility to provide high-quality curriculum and instruction;
- The ways parents will be responsible for supporting their children’s learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities .

It will also address any other matters determined in development of the compact.

Interactions with Parents and Families

The District will engage parents and families in meaningful interactions with schools operating Title I programs. It will support flexible opportunities for a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, schools will establish the following practices:

- Provide parents and families with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Provide parents and families with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of parents, educate staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- Coordinate and integrate the Title I parental and family engagement program with other programs, and conducts other activities, such as parent/family resource nights/activities, to encourage and support parents and families in more fully participating in the education of their children.
- Distribute information related to school and parent and family programs, meetings, and other activities to parents and families in a format and language that the parents understand.

To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs.

Accessibility

The District will provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and reports shall be provided in a format and language that parents understand.

Review

The District shall undertake activities to engage parents and families in the review and revision of this_ policy.

53
54 Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C.
55 §6301- 6514, as implemented by 34 C.F.R. part 200 of the No
56 Child Left Behind Act of 2001 Agostini v. Felton, 521 U.S. 103
57 (1997)
58

59 Cross References: Board Policy 4040 School, Student, Parent, Family and
60 Community Engagement in Education
61
62

63 Policy History:
64 Adopted on: 2.28.2012
65 Revised on: 1.14.2020