



Title I, Part A, Section 1118(a)(2), ESEA; District Policy 6:170 E1 (district) E2 (school)  
**“Parents Right to Know” Clause**

**Parents in Title I schools may request information regarding the professional qualifications of their child’s classroom teachers, including whether the teacher has met State qualification and licensing criteria. Parents also receive notification if their child is taught for four or more weeks by a teacher not “highly qualified” within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/02/2002). The school will provide this information in a timely manner.**

It is the intent of Bensenville District #2 that parents of participating students shall be provided with frequent and convenient opportunities for full and ongoing participation in the district’s Title I program, including opportunities to suggest modifications, based on changing needs of parents and the schools. Informing parents of student eligibility will be done personally and in a way that positively welcomes parents into the Title I program. District #2’s Title I program promotes the belief that all children can learn and acknowledges that parents share the school’s commitment to educational success for all students. We recognize that a student’s education is a responsibility shared by school, family, and community. As a result, the program is designed to assist students to acquire the capacities for achieving the Illinois learning Standards. District staff and Title I schools work jointly to ensure effective involvement of parents. Parents are provided opportunities to become involved in their child’s education in a variety and flexible ways that include:

- o Implementing Parent-Teacher Compacts
- o Surveying parents to determine their needs and the effectiveness of the program
- o The effectiveness of each school’s Title I parent program will be determined through an on-going evaluation process that focuses on the following questions:
  - Does this policy increase parent participation?
  - What barriers to parent participation still exist and how can they be reduced or removed?
- o Providing flexible times and locations for informal meetings
- o Communicating effectively and regularly via telephone calls, e-mail, newsletters, personal contact, letters, pamphlets)
- o Providing parents with timely information about Title I meetings and activities in a format and in a language parents can understand
- o Coordinating and integrating the Title I program, to the extent feasible and appropriate, with other school parent programs such as Reading First and the district’s Pre-K and Early Childhood programs
- o Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies
- o Engaging parents about how the 1 percent of title I, part A funds reserved for parent involvement is spent while ensuring that not less than 95 percent of the 1 percent reserved goes directly to the schools.

This policy outlines the parent involvement activities that will be conducted during the school year at all Title I Schools. An emphasis is placed on the fact that involvement is two-way and engages parents and the school in dialogue that furthers student learning.

- **Parent Orientation Meeting – 19a.** *Each Title I school has convened an annual meeting to which all parents of participating children are invited for the purpose of explaining the Title I program, its requirements, and their right to be involved, including parents of children who are disabled, migrant, or LEP.* 20USC 6318© (1) (Finding 10030 RCA 10030-3)
- Explain program purpose, structure, student selection, and engagements in which students will be involved. Parents will also be guided in ways to monitor their child’s progress and work with educators to improve the achievement of their child.
- Distribute *Parent Involvement Policy* (this document), which describes the ongoing activities that are held to inform and involve parents in their child’s education. **19.**



*Each Title I school has jointly developed and distributed to parents of Title I children a school Parent Involvement Policy that includes all required components. 20USC 6318(b) (1) (c) (1-4)(d) (Finding 10017 RCA 10017-4)*

- Describe the district's standards-driven curricula, local and state student assessment methods, and expected student achievement levels. Also, include how and when assessment information will be sent to parents, including opportunities for parents to participate in decisions relating to the education of their children. **19d.** *Each Title I school provides parents of participating children timely information about the Title I programs at the school, information about school curricula, student assessment, and expected student achievement levels, and opportunities for regular meetings between parents and school personnel to offer suggestions and to participate in decisions relating to the education of their children.* 20USC 6318© (4) (Finding 10030 RCA 10030-3)
- Distribute and/or explain the School-Parent Compact. This is an agreement between the home and school outlining everyone's responsibility for supporting student learning. – **19f.** *Each Title I school has jointly developed with parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students share responsibility for student achievement...* 20USC 6318(d) (1) (2) (A-C) (Finding 10030 RCA 10030-4)
- This meeting will also outline additional opportunities through which parents can actively participate in and have input about the Title I program. These include but are not limited to:
  - Newsletters with suggestions on how to increase fluency and comprehension, check out books for home, and other information for helping children to succeed will be sent home periodically throughout the year.
  - Parent-Teacher conferences that are scheduled in November and March. Title I teachers are available to review a child's progress and answer any questions.
  - Surveys that are given in the fall, winter, and spring that allow parents another avenue for voicing their feelings about the Title I program. The results from the parent surveys are incorporated into the planning for the following year.
- **Additional Flexible Meetings-19b.** *Each Title I school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent involvement.* 20USC 6318(c) (2) (Finding 10030 RCA 10030-3)
- Additional meetings are hosted at the school so parents can give input about the effectiveness of the program throughout the year so any necessary modifications can be made. Schools also get input in the form of surveys, workshop evaluations, phone logs, and personal comments. The spring survey and the subsequent final parent meeting mark the annual evaluation of the Parent Involvement Policy as well as the overall program effectiveness. Parents are provided with a school and district-wide overview of student progress, resultant to the program. It is at this meeting that program modifications may be made and barriers to parent and community involvement identified. Strategies to increase involvement of all population segments, such as parents who are economically disadvantaged or who have limited English proficiency will be generated. Taken together, all of this information will guide the planning of the following school year calendar.
- **District-Wide Parent Meetings – 19c.** *Each Title I school has involved parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs at the school.* 20USC 6318(c) (3) (Finding 10030 RCA 10030-3)
- The district will establish district-wide parent meetings for the parents of our targeted students. The purpose of these meetings is to train parents in the essential components of reading instruction to enable them to support the instructional practices at home and to provide training in the use of the internet to enable parents to access student information and instructional ideas. In addition, Bensenville District #2 will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. We invite you to call the school or Title I teachers at any time during the year to ask questions you may have or to schedule a visit or meeting. Parents are welcome in the schools and their support and assistance are sought. We are excited about the opportunities this program provides and know that your child will have a wonderful experience by being involved with it. Please note that the *LEA and schools provide, as required, information and school reports in a format and language, to the extent practical, understandable to the child's parents.* **19g.** 20USC 6311 (h) (6) (C), 34CFR 200.61 (c) (1) (2), 20USC 6318 (b) (1) and (e) (5) (Finding 10069 RCA 10069-1)