

The District intends to help all students reach their potential and meet the District's educational goals. To help disadvantaged students improve their academic achievement, the School Board shall participate in the federal Title I program and abide by all legal requirements for participation in such a program.

The District shall focus its Title I program funds at the elementary level on mathematics and literacy improvement. Services shall be delivered by a qualified teacher through additional time beyond the normal support given to classrooms.

Policy Guidelines:

In accordance with Every Student Succeeds Act (ESSA) requirements, the District will:

1. Involve Title I parents through the shared decision making team in the joint development of its Title I plan.
2. Involve Title I parents in the process of school review and improvement. This includes:
 - a. Explaining to Title I parents how they can become involved in addressing the academic issues; consulting with parents in the development of a school improvement plan, and including in such plan strategies to promote effective parental involvement.
 - b. Providing Title I parents with adequate opportunity to participate in the development of a restructuring plan if their child's school is identified for restructuring, and to comment before the District implements an alternative governance arrangement.
3. Provide coordination, technical assistance, and other support necessary to assist participating schools in their own planning and implementation of effective parent involvement activities to improve student academic achievement and school performance.
4. Build the capacity of its schools and Title I parents for parental involvement.
5. Conduct, with the involvement of Title I parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I schools.
6. Involve parents in the activities of schools served under Title I.

The plan must be agreed on by such parents and describe the means for carrying out ESSA parental involvement requirements set forth below.

Each Title I school must notify Title I programming policy in an understandable and uniform format. In addition, Title I schools must make their parent involvement policy available to the local community and update it periodically to meet the changing needs of parents and the school.

To ensure effective involvement by Title I parents and to support a partnership among the school involved, the district and each of its Title I schools will:

1. Assist Title I parents in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to help Title I parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of Title I parents, in how to reach out, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between Title I parents as equal partners;

The District and its schools may also consider other activities that further build the capacity of Title I parents to become involved, to the extent those activities are feasible and appropriate. In accordance with ESSA, these additional optional activities may include, for example, the establishment of a district-wide Title I parent advisory council to provide advice on all matters related to parental involvement in Title I programs, and training Title I parents to enhance the involvement of other parents.

School Level Obligations

A school's parent involvement policy must provide parents of participating children:

1. An invitation to an annual meeting to inform Title I parents of their school's participation in Title I programs and explain Title I requirements and the right of parents to be involved. All parents of children participating in a Title I program will be invited to the meeting;
2. An organized, ongoing, and timely way in the planning improvement of the school's parent involvement policy. Parental involvement is also required in the planning, review and improvement of the joint development of a school wide program.
3. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

4. 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 such suggestions as soon as practicable possible.

Parent Involvement

The School Board recognizes the importance of parent/guardian involvement in their children's education. Therefore, the District shall provide appropriate opportunities for parents/guardians to become involved in the design and implementation of District Title I program activities and in improving the academic achievement and school performance of their children. Specifically, the District shall provide for parent/guardian involvement through regular, meaningful two-way communication between parents/guardians and the school regarding academic standards and student achievement through school-parent contracts, report cards, conferences, meetings, telephone contacts, email, electronic grade books, notes, and other appropriate means.

Parents/guardians of students participating in Title I program services shall be informed annually of this policy and of the opportunities available for them to get involved in their child's educational program and in improving student achievement.

Student Academic Achievement School-Parent Compact

A school level Title I parent involvement policy must also include a school-parent compact that is jointly developed with the parents of all participating children.

In general, the compact must outline how Title I 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 the state's high standards. Specifically, the compact must:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the state's student academic achievement standards;
2. Describe the ways in which each Title I parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
3. Address the importance of communication between teachers and Title I parents on an ongoing basis through:
 - a. At least annual parent teacher conferences at the elementary school level, including a discussion of how the compact relates to the individual child's achievement;

- b. Frequent reports to Title I parents on their children's progress; and
- c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Title I Comparability

1. As required by federal law, the District has established a methodology to allocate state and local funds to all schools and can demonstrate that the schools receive all of the state and local funds they would be entitled to even if they were not Title I schools.
2. The District shall ensure equivalency among grade levels in teachers, administrators, support personnel, curriculum materials and instructional supplies.
3. Unpredictable changes in enrollment or personnel assignments that occur after the beginning of the school year need not be included as a factor in determining comparability of services.
4. Documentation verifying compliance with this policy shall be updated annually and be available for review by the Department of Public Instruction or auditors upon request.

Parents/Guardians Right to Know

1. In accordance with federal law, each school receiving Title I funds, parents/guardians may request information regarding the professional qualifications of their child's classroom teacher, including the following:
 - a. Whether the teacher has met state licensing criteria for the grade level(s) and subject area taught,
 - b. Whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived,
 - c. The undergraduate degree major of the teacher, and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree, and
 - d. The professional qualifications of any paraprofessional providing services to their child.
2. In addition, parents/guardians shall be provided:
 - a. A timely notice when their child is being taught for four or more consecutive weeks by a teacher who is not considered "highly qualified." In Wisconsin, a teacher of a core academic subject is "highly qualified" if he/she completed an approved educator preparation program resulting in a regular license to teach that subject, and
 - b. Information on the level of achievement of their child on the required state academic assessments.

4. The notices and information shall be provided in a timely manner, in an understandable format, and to the extent possible, in a language the parents/guardians understand.

Parents of an English learner identified for placement of programming will be notified no later than 30 days after the beginning of the school year or within two weeks of enrollment.

LEGAL REFERENCE: No Child Left Behind Act of 2001 Title I of the Every Student Succeeds Act (Part A – Subpart 1)

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