

Title I Family Engagement Policy
SKYVIEW ELEMENTARY
YUKON PUBLIC SCHOOLS
2023-2024

The Yukon Public Schools Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s education.

Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

Annual Parent Meeting: A Parent meeting will be held annually to explain the goals and purposes of the Title I program. Parents will be given the opportunity to participate in the design, development, operation and evaluation of the program for the current year. Parents will be encouraged to offer suggestions and ask questions regarding the policies and program. These meetings will be used to provide parents with:

1. Information about 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. The opportunity to give parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

Virtual Parent Connection: Virtual presentations and resources will be presented to families in which they will explain the goals and purposes of the Title I program. Both presentations and resources will be sent to parents/guardians via School Messenger.

The parents/guardians of children identified to participate in Title I programs shall receive, from the school principal and/or Title I staff, an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children’s progress. Parents will also receive information and training that will assist them in helping their children at home and at school.

School-Parent Compact: Each school in the district receiving Title I funds has a site specific “School-Parent Compact” outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state’s academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring television watching, 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 minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Professional Qualifications of Teachers : The District is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. The District will notify the parents of students attending any school that receives Title I, Part A, that a parent may request, and the District will provide the parent on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s), including whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived; the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher; and the field or discipline of the certification or degree; and whether the child is provided services by paraprofessionals, and if so, their qualifications. Additionally, the District shall provide each individual parent timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

REFERENCE: P. L. 103382, Improving America's Schools Act P. L. 107110, No Child Left Behind Act of 2001