

Board Policy LEBA: Parental Involvement in Education

Status: ADOPTED

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The Bibb County Board of Education ("Board") acknowledges and supports the right of parents and legal guardians of children being served in activities funded by Title I the opportunities to participate in the planning, design and implementation of the Title I program and its activities.

A. The Bibb County School District ("District") will involve parents/guardians in the joint development of a written parental involvement policy that will be incorporated into the school system's plan as required by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The District will involve all parents/guardians in the process of school review and improvement through input received from the school level improvement committees, school council meetings with parent/guardian membership and through input received from other parent/guardian meetings or written surveys. The school will also establish expectations for parent/guardian involvement through written information distributed to parents/guardians through system, school, and classroom newsletters, direct parent/guardian contact, the local media, as well as through school or system websites and social media.

B. The District will provide coordination, technical assistance and other support necessary to assist participating schools and build capacity in the District's schools in planning and implementing effective parent/guardian and family involvement activities, to improve student academic achievement and school performance through the distribution of a school-level involvement policy, school parent compact and other written information and resources through meetings in or out of the school involving appropriate personnel.

C. The District will build the schools' and parents/guardians' capacity for strong parent/guardian involvement through a variety of activities to include but no limited to:

- Providing information to parents/guardians in written or electronic form or through meetings on topics such as the State's academic content standards, State and local student academic achievement standards/assessments, and the requirements of parent/guardian involvement under the law;
- Providing materials, information and training to help parents/guardians work with their children and monitor their progress to improve their children's achievement;
- Training educational staff on how to build ties between parents/guardians and the school;
- Coordinating and integrating parent/guardian involvement strategies with Head Start, Pre-K programs and other programs, to the extent feasible and appropriate by communicating directly and indirectly with these agencies through verbal or written information when needed;
- Sending information to parents/guardians in a format and, to the extent feasible, in a language that parents/guardians can understand; and
- Providing reasonable support for parent/guardian involvement activities as parents/guardians may request or as the school or District deems appropriate or necessary.

D. The District will conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of parent/guardian District and school-level involvement policies and school-parent compacts to determine whether there has been increased participation, whether there are barriers to greater participation, particularly by parents/guardians who are economically disadvantaged, ~~or disabled~~, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The annual evaluation will further identify the needs of parents and family members to assist with the learning of their children and strategies to support successful school and family interactions.

The annual evaluation will also assess whether increased participation is influenced for parents/guardians with limited English proficiency, limited literacy, race, or ethnicity. The data will be obtained from parents/guardians, committee, school council meetings, and through parent/guardian surveys.

The District will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, this Policy.

E. The District will provide equitable Title I services to eligible students attending private schools and their families if

the private schools have chosen to participate in the federally funded programs as a result of consultation with officials of the District. Complaints concerning the provision of services to children attending private schools within the District attendance zones will be channeled to the Title I Director, who will consult with the Superintendent, and if the matter remains unresolved, the Title I Director will consult with a representative of the Georgia Department of Education.
