

TITLE I PROGRAM

The Bangor School Department Title I Program provides valuable instructional resources that enhance its commitment to accelerating the learning of all children. Under the supervision of the Assistant Superintendent of Schools, the Department shall provide a Title I program that complies with Federal Law and maximizes its impact on academic achievement through practices in the areas outlined in this policy.

Definition

The term “parent” as used in this policy shall include natural parent(s), legal guardian(s), or other person(s) with whom the student lives or a person who is legally responsible for the welfare of a student receiving services under Title I.

Goals

The Title I Program shall address four primary goals:

- A. Improve Language Arts skills and strategies
- B. Improve mathematics concepts and skills
- C. Extend critical thinking skills and problem solving skills
- D. Promote parental engagement in their child’s schooling

Funds

Title I funds shall be used to supplement, not supplant, state and local funds.

District-Level Parental Involvement

- A. A district advisory group comprised of representatives including parents, teachers, and principals from Title I schools shall meet annually to collaborate on the planning and improvement of Title I programs including the development of opportunities for parental engagement.
- B. Policies and notices that assist parents in understanding and benefiting from Title I services shall be distributed to parents in a timely manner and otherwise shall be communicated in a variety of media—electronic and print
- C. Reserve at least 1% of Title 1, Part A funds to assist schools in conducting parental activities

School Level Parental Engagement

Each Title I school shall:

- A. Develop jointly with parents, and shall distribute to parents and faculty, a Parental and Family Engagement policy.
- B. Develop in consultation with parents a school-parent compact that describes the responsibilities shared by students, parents, faculty, and the school community in accelerating academic achievement and performance
- C. Convene an annual meeting no later than the last Monday in October to which all parents of participating children receive an invitation to finalize the compact, to review the parental engagement policy, and to outline Title I assessments and services



D. Conduct at least two PEAK (Parents and Educators Accelerating Kids) evenings during the school year, preferably one during the first semester and one during the second semester. These events shall align with the schools' goals, shall be focused on engaging parents and shall strengthen the connection between the classroom and the home.

E. Notify parents annually of:

- Their right to request the professional credentials of their child's teachers under the Right to Know provision
- The annual results of the metrics in the state accountability system
- Their right to know the level of achievement their child attained on the state academic standards
- Their right to know if their child has been assigned to, or taught for more than four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements
- The results of each assessment required by the state for each grade level

REFERENCES: ESEA Section 1116 (a)-(d), (1) – (4)

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