

Instruction

Exhibit - District-Level Parent and Family Engagement Plan

*This District-Level Parent and Family Engagement Plan (District Plan) provides an understanding of the joint responsibility of the District and parents/guardians and family members to improve students' academic achievement and school performance. **The District Plan must be customized to reflect the District's actual Title I parent and family engagement activities.***

The District provides opportunities for parent/guardian and family engagement at the District level as follows:

1. The District involves parents/guardians and family members in the joint development of the District Plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the development of comprehensive and targeted support and improvement plans (20 U.S.C. §§6311(d)(1), (2)) by:
 - Establishing a District-level committee with parent/guardian liaisons from each building, as well as representatives from other relevant federal, State, and local programs (see **Title I Parent Advisory Committee** in administrative procedure 2:150-AP, *Superintendent Committees*).
 - Establishing meaningful, ongoing two-way communication between the District, staff, and parents/guardians.
 - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
 - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parent/guardian participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance by:
 - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
 - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
 - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
 - Seeking input from parents/guardians in developing workshops.
 - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
 - Engaging the building parent organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
 - Utilizing parent organizations to assist in identifying effective communication strategies based on their members' needs.
 - Providing a master calendar of District meetings to discuss pertinent topics.
 - Allowing meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education.

3. The District coordinates and integrates parent/guardian and family engagement strategies under this District Plan, to the extent feasible and appropriate, with engagement strategies under other relevant federal, State and local programs by:
 - Involving District and program representatives to assist in identifying specific population needs.
 - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
4. The District conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of Board policy 6:170, *Title I Programs*, in improving the academic quality of the schools served under Title I, including identifying: (a) barriers to greater participation by parents/guardians in activities authorized by 20 U.S.C. §6318 (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (b) the needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (c) strategies to support successful school and family interactions.
5. The District uses the findings of annual evaluations to design evidence-based strategies for more effective parent/guardian involvement, and to revise, if necessary, Board policy 6:170, *Title I Programs*. The District does these activities by:
 - Evaluating the effectiveness of the content and communication methods through a variety of means, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
 - Identifying barriers to effective evaluation by language support or other assistance as needed.
 - Identifying potential policy and District Plan changes to revise and improve program(s).
6. The District involves parents/guardians in the activities of the schools served under Title I by:
 - Providing communication and calendar information to parents/guardians of upcoming meetings, discussions, or events and encouraging their participation.
 - Providing Building Principal and parent organizations coordination of events.
 - Establishing a parent advisory committee comprised of a sufficient number and representative group of parents/guardians or family members to adequately represent the needs of the District's population for the purposes of developing, revising, and reviewing Board policy 6:170, *Title I Programs*. **Note:** 20 U.S.C. §6318(a)(2)(F) uses the phrase parent-advisory board but this exhibit uses the phrase *parent advisory committee* to align with 2:150-AP, *Superintendent Committees*, which contains a subhead entitled **Title I Parent Advisory Committee**.

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the schools involved, the District shall:

- Provide assistance to parents/guardians in understanding the challenging State academic standards, State and local academic assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as literacy and technology (including education about the harms of copyright piracy), to help parents/guardians work with their children to improve their children's achievement.
- With the assistance of parents/guardians, educate teachers, instructional support personnel, principals, other school leaders, and other staff in: a) the value and utility of contributions of parents/guardians; and b) how to effectively communicate and work with

parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.

- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, the District may:

- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
- Arrange school meetings at a variety of times, or conduct in-home conferences involving teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory committee to provide advice on all matters related to parental involvement in supported programs. **Note:** 20 U.S.C. §6318(e)(12) uses the phrase *parent advisory council* but this exhibit uses the phrase *parent advisory committee* to align with 2:150-AP, *Superintendent Committees*, which contains a subhead entitled **Title I Parent Advisory Committee**.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

Accessibility

In carrying out the parental involvement requirements of this compact, the District, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, with disabilities, and with migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.