

Existing policy adopted 5/20/14, CAFE's updated recommended replacement policy follows.

Instruction

Title I Parent Involvement

The Woodbridge 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 legal guardians. In Woodbridge, Title I funds are used to support supplemental learning activities.

With the assistance of parents of children participating in the Title I program, the District will develop a written school-parent compact, pursuant to federal law. The jointly developed “School-Parent Compact” shall outline the manner in which parents, staff, and students share the responsibility for improved student academic achievement in meeting State standards. The “School-Parent 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 parents will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, television watching and the use of electronic devices, volunteering in the classroom, and, as appropriate, participating in decisions related to their child’s education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis. At a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff will be provided.

At a required annual meeting, and at other meetings of Title I parents, parents will have the opportunity to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities at parent meetings shall fulfill the NCLB requirements of parental involvement. Meetings shall be used to provide parents with:

1. Information about the program 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.

Instruction

Title I Parent Involvement

4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

The parents of children identified to participate in Title I programs shall receive from the school Principal and 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. Opportunities will be provided for the parents to meet with the classroom and Title I teacher to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

(cf. 1110.1 - Parent Involvement)

(cf. 6161.3 - Comparability of Services)

Legal Reference: Connecticut General Statutes

Improving America's Schools Act, P.L. No. 103-382, Sec. 1113 Local Education agency Plans

Improving America's Schools Act (IASA), P.L. 103-382

PL 107-110, "No Child Left Behind Act of 2001," Title I — Improving the Academic Achievement of Disadvantaged, Sec. 1118

Policy adopted: May 20, 2014

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

**SCHOOL, PARENT AND FAMILY ENGAGEMENT
POLICY/SCHOOL-PARENT COMPACT
(“EVERY STUDENT SUCCEEDS ACT” SECTION 1010)**

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(Background Information for Policy Committee)

This portion of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by The Every Student Succeeds Act, requires schools, receiving federal ESEA funds, to have a written parent and family engagement policy pertaining to Title I programs. The policy shall establish the school’s expectations for parent and family engagement and describe how the school will address the following issues:

1. The involvement of parents in the joint development of its Title I plan as required by ESSA;
2. The manner in which the school will provide the coordination, technical assistance and other support necessary to implement parental and family involvement and improve student achievement and school performance;
3. The coordination of parent involvement with other parental involvement strategies under other programs;
4. The manner of conducting an annual evaluation of the parent and family engagement policy; and
5. The manner in which the school will involve parents in the school’s activities.

The policy is to be jointly developed with parents and family members and it must be distributed to parents and family members of children participating in the Title I program, to the extent possible, in a language and uniform format understandable to the parents. The policy must also be made available to the public and updated, periodically, to meet the changing needs of the school and parents.

The legislation requires schools to convene an annual meeting. The meeting is to be held at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. The meeting is to be used to inform parents of their school’s participation in the Title I program and to provide an explanation of the requirements of parental involvement.

In addition, parental involvement requires the offering of a flexible number of meetings, at various times of the day and/or evening. Title I funds can be used for transportation, childcare, or home visits as such services relate to parental involvement.

Parents must be involved in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs including the parent and family engagement policy and the required school-parent compact. In addition, parents must be included in the planning, review, and improvement of such policy or in the joint development of the schoolwide Title I program unless that if a school has in place a process for involving parents in the joint planning and design of the school’s programs. The school may use that process if it provides adequate representation of parents of children participating in the Title I program.

Parents of children in the Title I program must be provided with:

1. Timely information about programs provided under Title I;

**SCHOOL, PARENT AND FAMILY ENGAGEMENT
POLICY/SCHOOL-PARENT COMPACT
(“EVERY STUDENT SUCCEEDS ACT” SECTION 1010)**

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2. 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;
 3. Opportunities, if requested by parents, 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 practicably possible; and
 4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

In addition, as a required component to the school-level parental and family engagement policy, each school served under this section of the legislation must jointly develop with parents of children served in the program a school-parent compact that outlines how 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 challenging and high standards.

The school-parent compact shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in the Title I program to meet the challenging State academic standards;
2. The ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child’s education and positive use of extra-curricular time;
3. Address the importance of parent-teacher communication on an on-going basis, with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff; and
4. Ensure regular, two-way meaningful communication between family members and school staff and to the extent practicable, in a language understandable to family members.

To ensure effective involvement of the parents of children served in Title I programs, schools and districts are required to:

1. Provide assistance to the Title I parents in understanding the State’s challenging academic standards and assessments; monitoring progress; and how to work with educators to improve the achievement of their children;
2. Provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and use of technology including education about the harms of copyright privacy;
3. Provide in-service education to staff with the assistance of parents, regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners;

**SCHOOL, PARENT AND FAMILY ENGAGEMENT
POLICY/SCHOOL-PARENT COMPACT
(“EVERY STUDENT SUCCEEDS ACT” SECTION 1010)**

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4. Coordinate and integrate, as feasible and appropriate, parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities; such as parent resource centers, that encourage and support parents to more fully participate in their children’s education; and
 5. Send information related to school and parent programs, meetings and other activities to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Schools and districts may also consider other approaches, in addition to those mandated above, to foster parental involvement. Such approaches could include the establishment of a district wide parent advisory council, involvement of other community based organizations, and payment for transportation and/or child care expenses from Title I funds to help parents attend training and meetings.

In addition, schools and districts may:

1. Involve parents in the development of training for staff to improve the effectiveness of such training;
2. Provide necessary literacy training for staff to improve the effectiveness of such training;
3. Train parents to enhance the involvement of other parents;
4. Adopt and implement model approaches to improving parental involvements; and
5. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The legislation indicates that if a school or district has a parent involvement policy that applies to all parents, that policy may be amended to meet the requirements of this subsection of the ESEA reauthorization. Connecticut law mandates a parental involvement policy for all districts.

Due to the specific requirements of the Title I parental involvement policy, it is recommended that a separate policy be developed, as required with parental input, including at least one annual meeting.

Policy Implications

Policy #6172.4 has been renamed from “Title I Parent Involvement,” to “Parent and Family Engagement Policy for Title I Students.” The existing samples have been revised to comply with the requirements of ESSA, including the “Appendix A” containing a sample “School-Parent Compact.”

Also provided is a template which can be used to assist in the development of the required policy and a summary of the legislation pertaining to this issue. (Appendix B)

April 2017

Schools receiving federal ESEA funds are required to have a parent and family engagement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This sample policy cannot be the district's policy without some parental involvement in its development at the local level. In short the policy must be developed jointly with, and agreed upon by parents and family members of students participating in Title I Programs.

Instruction

Parent and Family Engagement Policy for Title I Students

The Board of Education (Board) endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members 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 schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent and family engagement policy. This policy shall be distributed in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, this policy shall be made available to the public and updated periodically, as necessary to fulfill the requirements of the parent and family engagement portion of ESSA (Section 1010).

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental and family engagement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with: (note: The ESSA speaks to offering a flexible number of meetings)

1. The ability to be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs;
2. The opportunity to be involved in an annual evaluation of the content and effectiveness of this policy in improving in those schools receiving Title I funds the academic quality; (Evidence-based strategies shall be used by the Board, based on this evaluation, by design more effective parental involvement)
3. Information about programs provided under Title I;
4. 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;
5. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

6. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and 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. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The required annual evaluation of the District's Title I program shall include identifying:

1. Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies which can support successful school and family interaction.

Each school in the District receiving Title I funds and involved in Title I programs shall jointly develop with parents of children served in the program a "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 "School-Parent 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 challenging 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 extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

4. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language understandable to family members.

Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council.

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parent's efforts at home to assist their children on learning activities.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in District Title I programs.

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Policy adopted:

rev 10/02

rev 1/17

Another version of this policy to consider.

Instruction

Parent and Family Engagement Policy for Title I Students

In accordance with Section 1010 of the Every Student Succeeds Act (“ESSA”) Public Law 114-95, it is the policy of the _____ Board of Education (Board) to provide parents and family members of students participating in the District’s Title I programs substantial and meaningful opportunities to participate in the education of their children within these programs. To facilitate parental participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district’s Title I programs, to participate in the improvement of such programs and to help improve their child’s progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents of children participating in Title I programs. The District shall distribute this written Parent and Family Engagement Policy to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of parental involvement under Section 1010 of ESSA.

The Board shall, with the meaningful involvement of Title I parents and family members, conduct an annual evaluation of the content and effectiveness of this policy in order to assess its effectiveness in improving the academic quality of the schools receiving Title I funds, in involving parents in the improvement of the Title I programs and to identify barriers to greater parent participation in Title I program activities.

The finding of such evaluation shall be used by the Board to design evidence-based strategies to improve parental involvement and if necessary, to revise this policy. The annual evaluation shall address barriers to parental participation in Title I program activities, needs of parents and family members in assisting their children and strategies to support successful school and family interactions.

Each year, each District school with a Title I program shall also conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used, the proficiency levels students are expected to meet and information regarding the importance of parental involvement.

In addition to the required annual meeting, and if requested by parents, Title I schools within the District shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board’s Title I programs and their application to their child(ren)’s programs; and to participate, as appropriate, in decisions related to the education of their children.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

Parents will be given opportunities to participate in the joint development of the District's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan (Section 1111 of ESSA). At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent and family involvement activities to improve student and academic achievement and school performance. Parental involvement in Title I programs shall be coordinated and integrated with parental and family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

In order to build the schools' and parents' capacity for strong parental involvement, the Board shall:

1. provide assistance to parents of students participating in Title I programs in understanding topics related to their child's progress, such as explanation of state academic standards and assessment tools, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, staff and administrators with the assistance of parents, about how to better communicate and work with parents;
4. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
5. provide such other reasonable support for parental involvement activities as parents may request; and
6. inform parents and parental organizations of the existence and purpose of parent resource centers within the State; and
7. Coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, conduct other activities to encourage and support parental participation.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, 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 challenging high standards. The school-parent compact shall:

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the State's student academic achievement standards;
2. indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time;
3. address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in and observe their child's classroom activities; and
4. ensure regular, two-way and meaningful communication between family members and school staff, and, to the extent practicable, in a language understandable to family members.

The Board authorizes the Superintendent, or his/her designee, to develop a school-parent compact and other procedures such as those relating to meetings, parent communication and parental involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parents' efforts at home to assist their children on learning activities.

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Policy adopted:

cps 5/16

rev 1/17

Another version of this policy to consider.

Instruction

Parent and Family Engagement Policy for Title I Students

The Board of Education (Board) recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

The Board directs the District and each of its schools with a Title I program to:

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the District's overall Title I Plan and process for school review and improvement.
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.
 - b. Incorporated into the district's Title I Plan.
 - c. Posted to the district's publicly accessible website.
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The District and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.

The Superintendent or designee shall ensure that the District's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The Superintendent or designee shall ensure that the District and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

Instruction

Parent and Family Engagement Policy for Title I Students

Accessibility (continued)

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. ☐ Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:

1. Volunteer in their child's classroom.
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Each District school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.

Instruction

Parent and Family Engagement Policy for Title I Students

Accessibility (continued)

At these meetings, parents and family members shall be provided:

1. Timely information about programs provided under Title I.
 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
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- ☐ To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the District shall:
 - ☐ Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
 - ☐ Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
 - ☐ Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
 - ☐ Analyze and share the results of the Title I Parent/Family Survey.
 - ☐ Post school performance data on the district's website.
 - ☐ Distribute and discuss the School-Parent and Family Compact.
 - ☐ Host various parent and family nights at each school building with a Title I program.
 - ☐ Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.
 - ☐ Actively recruit parents and family members to participate in school review and improvement planning.
 - ☐ Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

Instruction

Parent and Family Engagement Policy for Title I Students

Accessibility (continued)

- ☐ Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.
- ☐ Other _____.

If the Title I Plan is not satisfactory to parents and family members, the District shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.

Building Capacity for Parent and Family Engagement

The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.
 - c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - e. ☐ Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.

Instruction

Parent and Family Engagement Policy for Title I Students

Building Capacity for Parent and Family Engagement (continued)

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.
5. ☐ Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. ☐ Train parents and family members to enhance the involvement of other parents and family members.
7. ☐ Adopt and implement model approaches to improving parent and family engagement.
8. ☐ Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
9. ☐ Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The District shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:

1. Involving District and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The District shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all District schools with a Title I program.

The evaluation shall identify:

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.

Instruction

Parent and Family Engagement Policy for Title I Students

Annual Parent and Family Engagement Policy Evaluation (continued)

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

☐ The evaluation shall be conducted through:

- ☐ Establishment of a schedule and process for the policy review and revision by parents and family members.
- ☐ An evaluation of the effectiveness of the content and communication methods through a variety of methods.
- ☐ A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
- ☐ Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.
- ☐ Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
- ☐ A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

The District shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the District's Title I Parent and Family Engagement Policy.

School-Parent and Family Compact

Each school in the District receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic 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 students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent and Family Compact (continued)

3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Title I Funds

Unless exempt by law, the District shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.

Not less than ninety percent (90%) of the reserved funds shall be distributed to District schools with a Title I program, with priority given to high need schools. The District shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:

- ☐ Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- ☐ Supporting programs that reach parents and family members at home, in the community, and at school.
- ☐ Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- ☐ Collaborating or providing sub-grants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- ☐ Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

Instruction

Parent and Family Engagement Policy for Title I Students

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)

Adult Education and Family Literacy Act – 29 U.S.C. Sec. 3271 et seq.

Rehabilitation Act – 29 U.S.C. Sec. 701 et seq.

Head Start Act – 42 U.S.C. Sec. 9831 et seq.

McKinney-Vento Homeless Assistance Act – 42 U.S.C. Sec. 11301 et seq.

20 U.S.C. §7801 - Definitions

Policy adopted:

cps 3/18

SAMPLE LETTER FOR PARENTS

[Insert School Letterhead]

[Date]

[Parents' Name]

[Parents' Address]

Re: Meeting for Parents of Students Participating in Title I Programs

Dear [insert parent name]:

Each year, **[insert name of school]** must conduct a meeting to involve parents of students participating in programs conducted under Title I of the Every Student Succeeds Act of 2015 in the planning, review and improvement of programs funded by Title I. This year, the meeting will be held on **[insert date, time]** at **[insert location of meeting]**.

At this meeting, parents will be provided with a description and explanation of the Title I programs available in the district, the curriculum in use at the school the forms of academic assessment used, the challenging State academic standards, and information regarding the importance of parental involvement. We welcome this opportunity to speak with parents of participating students and to inform you of the important work being done within our school. All parents of students participating in Title I programs are encouraged to attend and participate in the discussion.

Enclosed with this letter is a copy of the District's/Board of Education's "Parent and Family Engagement Policy for Title I Students."

We look forward to seeing you on **[insert date and time]**

Sincerely,

School Principal

Enclosure

pc: Superintendent of Schools

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent Compact

Note: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parent and family engagement policy developed jointly by the school and parents. The compact must outline how parents, the entire school staff, and students will have 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.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework. Schools and parents, in consultation with student, are encouraged to include other relevant and agreed upon activities and action as well that will support effective parental and family engagement and strengthen student academic achievement.

The name of school and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's challenging standards.

This school-parent compact is in effect during school year _____.

Required School-Parent Compact Provisions

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The name of school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State's student academic achievement standards as follows:

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Communicate with parents regarding their child's progress and provide timely information about Title I programs and assessment tools;
3. Encourage ongoing communication between teachers and parents;
4. Educate staff about the importance of parental involvement;
5. Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
[Describe when the parent-teacher conferences will be held.]
6. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
[Describe when and how the school will provide reports to parents.]
7. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
[Describe when, where, and how staff will be available for consultation with parents.]
8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
[Describe when and how parents may volunteer, participate, and observe classroom activities.]
9. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

Teacher Responsibilities

Teachers participating in the Title I programs will:

- Communicate with parents on an ongoing basis;
- Participate in parent-teacher conferences, at least annually, during which the school-parent compact will be discussed as it relates to the individual child's achievement;
- Provide frequent reports to parents to volunteer, participate and observe their child's classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- Providing a positive and healthy learning environment at home and a proper place to do homework;
- Communicating with teachers on an ongoing basis;
- Participating in parent-teacher conferences during which the school-parent compact will be discussed as it relates to their child's achievement;

Parent Responsibilities (continued)

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Encouraging positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The name of school will:

1. Involve parents in the planning, review, and improvement of the school's parental and family engagement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the name of school will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the State Department of Education's (SDE) written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

**This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.*

Appendix B

Summary: School, Parent and Family Engagement Policy/School-Parent Compact

The Every Student Succeeds Act (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. Parent and family engagement and consultation have always been a key piece of the law, focused on the low-income parents of “Title I-participating” children. Remediating the gaps in educational opportunity and achievement requires involvement of those closest to the affected students: parents, families, and communities driving decision-making.

Funding

Title I Parent and Family Engagement Set-Aside (Section 1116): Each district is required to reserve at least one percent of its Title I funds to carry out parent and family engagement activities. The law further requires that parents and family members of low-income students must be included in decisions regarding how these engagement funds are spent.

The parent and family engagement funds are to be used for at least one of the below activities:

- Supporting schools in training school staff regarding engagement strategies;
- Supporting programs that reach families at home, in the community and at school;
- Disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families;
- Sub granting to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement; or
- Engaging in any other activities that the district believes are appropriate in increasing engagement.

Consultation

In order to receive funding under Title I, each state must submit a state plan to the U.S. Department of Education (ED). Each district must submit a plan to the state. When developing plans, districts must meaningfully consult parents of children in schools receiving Title I funds. District plans must describe the strategies the district will employ to meet the parent and family engagement requirements.

Parent and Family Engagement Policies

In order to receive Title I funds, districts must conduct outreach to parents and family members and must implement programs, activities and procedures for the involvement of parents and families in Title I-funded activities. Each district must jointly develop with and distribute to families, in a language they can understand, a written parent and family engagement policy. The engagement policy must be periodically updated to reflect the needs of families and be incorporated into the district plans described above. Title I-receiving schools in the district must also distribute parent and family engagement policies agreed to by the parents.

The district parent and family engagement policy must describe how the district will:

- Involve parents in the joint development of the district plan;
- Provide the support necessary to assist schools in implementing effective family engagement activities;
- Conduct an annual evaluation of the effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families, (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority) and use the findings to design strategies to support successful school and family interactions and revise engagement policies; and
- Involve families in school activities, which may include establishing an advisory board to develop, revise and review the engagement policy.

In Title I schools the school parents and family engagement policy must describe how the school will:

- Convene an annual meeting, at a convenient time to which all parents of low-income students are invited and encouraged to attend, to inform parents that their school receives Title I funds, that these funds come with requirements, and that parents have a right to be involved;
- Offer a flexible number of engagement meetings at convenient times for families (for which the school may provide transportation, child care, or home visits using Title I funds);
- Provide parents and families with:
 - Information about Title I-funded programs;
 - An explanation of the curriculum and achievement levels the school uses; and
 - If requested, opportunities for regular meetings to participate in decisions relating to the education of their student.
- Jointly develop with parents of low-income students a school-parent compact that outlines how families, school, staff and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards.
 - The compact **must**:
 - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the academic achievement standards, and the ways in which each parent will be responsible for supporting learning, including volunteering in their child's classroom, and participating in decisions relating to the education of their children;
 - Address the importance of communication between families and staff through, at a minimum:
 - parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as the compact relates to the individual child's achievement;
 - frequent reports to parents on their children's progress; and
 - opportunities to volunteer in or observe their child's class

- Ensure regular two-way meaningful communication between family members and school staff in a language they understand.
- Ensure effective involvement of parent and support a partnership among the school, parents and the community to improve student academic achievement by the following required and allowed activities:
 - Required:
 - Providing assistance to parents in understanding such topics as the state's academic standards, state and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators;
 - Providing materials and training to help parents to work with their children to improve their children's achievement;
 - Educating school personnel, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners;
 - Integrating engagement strategies with other federal and state programs including preschool programs;
 - Ensuring that information related to programs, meetings, and other activities is sent to parents in a format and a language the parents can understand;
 - Providing other reasonable support for engagement activities;
 - Providing opportunities for the informed participation of families with limited English proficiency or disabilities, and families of migratory children in a format and language they understand; and
 - Providing reasonable support for parental involvement activities as parents request them.
 - Allowed (note that although these activities are not required they provide parents and families with an opportunity to engage school and district leaders to advocate for the specific engagement activities they want to see in schools and serve as partners in carrying out the programs):
 - Involving parents in the development of engagement training for school personnel;
 - Paying reasonable and necessary costs associated with engagement activities including transportation and child care costs, to allow parents to participate;
 - Training parents to enhance the engagement of other parents;
 - Arranging school meetings or conduct in-home conferences between teachers and parents who are unable to attend such conferences at school;
 - Implementing model approaches to improving parental involvement;
 - Establishing a districtwide parent advisory council to improve engagement;
 - Developing roles for community-based organizations and businesses in activities.

The clear intent throughout the Every Student Succeeds Act, is that parents and communities have the right to engage and help drive, financial, programmatic and policy decisions.

Instruction

Parent and Family Engagement Policy for Title I Students

Checklist for School-Parent and Family Meetings

Each district school operating a Title I program will hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members will be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The schools with Title I programs will offer a flexible number of meetings, which will be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.

Development, implementation and maintenance of School-Parent and Family Compacts (school compact), Title I programs, the Title I Parent and Family Engagement Policy and the Title I Plan must be accomplished with meaningful engagement with parents and family members of students participating in Title I programs.

The Superintendent will designate an employee within each school conducting a Title I program to be responsible for the school's process of obtaining meaningful engagement.

The following checklist includes measures designed to encourage meaningful engagement. The checklist will be completed annually by the designated employee.

- ☐ Plan regular meetings throughout the school year with parents and family members to discuss the school-parent and family compact; identify dates, times and places, and persons whose attendance is desired. Offer meetings in the morning and evening; if funds are available, provide transportation and childcare. Conduct home visits related to parent and family engagement as necessary.
- ☐ Develop an agenda, built around federal compliance requirements, for meetings to be held with parents and family members, which may include the following items:
 1. An introduction of “where we are now” and an ending that addresses “next steps.”
 2. A section informing parents and family members of their school's participation under Title I and to explain Title I requirements regarding parent and family engagement, including the right of parents and family members to be involved.
 3. A section describing and explaining the curriculum in use at the school, forms of academic assessment used to measure student progress, and achievement levels students are expected to meet.

Instruction

Parent and Family Engagement Policy for Title I Students

Checklist for School-Parent and Family Meetings (continued)

4. A section for parents and family members to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education.
5. A section to involve parents and family members in the planning, review and improvement of Title I programs, including the joint development of the Title I Plan.
6. A section to address how funds are allotted for parent and family involvement in activities; parents and family members of students receiving services must be involved in these decisions.

Meeting notification requirements include:

- ☐ Notifying interested persons about meeting dates, including:
- ☐ Parents and family members of students participating in Title I programs.
- ☐ Staff members.
- ☐ Students participating in Title I programs.
- ☐ School Board members.
- ☐ Media.
- ☐ Coordinators of other federal, state and local programs, including preschool programs.
- ☐ Other _____.
- ☐ Publicizing the meeting dates, times and locations in accordance with legal requirements and the notice provisions of Board policy 006. It is wise to assume these are open meetings if Board members are expected to attend.

Standard meeting procedures include:

- ☐ Providing sign-in sheets for parents and family members attending the meeting.
- ☐ Appointing a Recording Secretary to keep meeting minutes.
- ☐ Providing copies of working drafts of the Title I Plan, Title I Parent and Family Engagement Policy and/or the school compact, as appropriate, to parents and family members in an understandable and uniform format, and in a language the parents and family members can understand.

The designated school employee will ensure a process of evaluation is conducted, as appropriate to each area, by collectively:

- ☐ Discussing and selecting indicators of success which will be used to measure the effectiveness of, as appropriate, the Title I Plan, programs, Parent and Family Engagement Policy and/or the school compact in improving achievement of academic standards.

Instruction

Parent and Family Engagement Policy for Title I Students

Checklist for School-Parent and Family Meetings (continued)

☐ Making recommendations based on the results of the evaluation process to improve academic achievement.

☐ Identifying barriers to greater participation by parents and family members, with particular attention to parents and family members who are migrants, economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent and family engagement.

Following the meeting, the designated school employee will:

☐ Provide status reports to the Superintendent, who will update the Board, including possible recommendations for revisions to the Title I Plan and Parent and Family Engagement Policy.

☐ Revise the applicable school-parent and family compact, Title I Plan, and Parent and Family Engagement Policy as necessary.

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent and Family Compact - *Alternate Sample*

This School-Parent and Family Compact has been jointly developed with parents and family members, and outlines how parents and family members, school staff, and students will share in the responsibility for improved student academic achievement, and the means by which the school and parents and family members will build and develop partnerships to help their children achieve the state's academic standards.

School Commitment

As a school, we are committed to supporting student learning by:

- Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students participating in Title I programs to meet the state academic standards.
- Addressing the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual student's achievement.
 - Frequent reports to parents and family members on their child's progress.
 - Reasonable access to staff, and
 - Ensuring regular two-way, meaningful communication between family members and school staff, including providing information and school reports in a format and in a language that the parent and family member can understand.
- Providing parents and family members opportunities to volunteer and participate in their child's class, and to observe classroom activities
- ☐ Treating each student with dignity and respect.
- ☐ Striving to address the individual needs of each student.
- ☐ Acknowledging that parents and family members are vital to the academic success of their children.
- ☐ Taking steps to provide a safe, positive and healthy learning environment.
- ☐ Assuring that school staff communicate clear expectations for performance of both students and parents and family members.
- ☐ Providing professional development for staff.

Instruction

Parent and Family Engagement Policy for Title I Students

School-Parent and Family Compact - *Alternate Sample*

Parent and Family Commitment

As parents and family members, we are committed to supporting our children's learning by:

- Creating an atmosphere that supports learning by conducting activities at home to continue classroom learning.
- Volunteering in the classroom, at school activities and events.
- Participating, as appropriate, in decisions relating to the education of our children and positive use of extracurricular time.
- ☐ Attending school meetings, functions and conferences.
- ☐ Communicating with teachers at conferences, by phone, by email and by attending Title I parent and family workshops.
- ☐ Being aware of Board policies and school rules.
- ☐ Monitoring school attendance and school arrival times.
- ☐ Making sure that homework is completed.
- ☐ Encouraging student involvement in school activities held during and after school.
- ☐ Reinforcing positive behavior.

Student Commitment

As students, we are committed to being responsible and taking ownership of learning by:

- ☐ Coming to school each day on time and ready to learn.
- ☐ Reading at home.
- ☐ Completing homework assignments.
- ☐ Taking home and returning necessary school papers and forms.
- ☐ Maintaining a positive attitude toward school.
- ☐ Being respectful to students, staff and property.

*School districts, in consultation with parents, may use the **sample template** below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required LEA Parental Involvement Policy Components" below, they will have incorporated the information that Section 1118(a)(2) requires to be in the LEA parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.*

Instruction

Parent and Family Engagement Policy for Title I Students

In support of strengthening student academic achievement, [Insert name of school district] receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents of participating children a written parental involvement policy that contains information required by Section 1118(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA). The policy establishes the District's expectation for parental involvement and describes how the District will implement a number of specific parental involvement activities, and it is incorporated into the District's plan submitted to the Connecticut Department of Education.

The [Insert name of school district] agrees to implement the following requirements as outlined by Section 1118:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include as a component a school-parent compact consistent with Section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements to the extent practicable, the District and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the District plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

- The District will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. Parents play an integral role in assisting their child's learning.
- b. Parents are encouraged to be actively involved in their child's education at school.
- c. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- d. Other activities are carried out, such as those described in Section 1118 of the ESEA.

Jointly Developed

The name of school district will take the following actions to involve parents in the joint development of its LEA parental involvement plan under Section 1112 and the process of school review and improvement under Section 1116 of the ESEA:

(Describe/List how parents will be involved in the development of the district parental involvement policy, Comprehensive District Improvement Plan (CDIP), and how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan.)

Technical Assistance

The name of school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parental involvement practices inclusive of school parental involvement plans, school-parent compacts, and all Title I parental involvement requirements.)

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

Annual Evaluation

The name of school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(Describe/List actions for how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)

Reservation of Funds

The name of school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

(Describe/List how the district will share with parents the budget for parental involvement activities and programs and how parents will be involved in providing input into how the funds are used.)

Coordination of Services

The District will coordinate and integrate parental involvement strategies under other programs, such as Head Start, preschool programs etc., that encourage and support parents in more fully participating in the education of their children by:

(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)

Building Capacity of Parents

The name of school district will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

Instruction

Parent and Family Engagement Policy for Title I Students

Building Capacity of Parents (continued)

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents in helping their student's academic success.)

Building Capacity of School Staff

The **name of school district** will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

(Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

Building Capacity for Involvement

Note: The District parental involvement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

Instruction

Parent and Family Engagement Policy for Title I Students

Building Capacity for Involvement (continued)

- Training parents to enhance the involvement of other parents.
- Maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement.
- Establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

***NOTE TO THE LEA:** Describe how each discretionary item your district and parents chose will be implemented.*

Adoption

This District parental involvement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by _____.

The District will distribute this policy to all parents of participating Title I, Part A children on or before _____.

This sample template is not an official U.S. Department of Education document. It is provided only as an example.

This policy, or #6161.31, is mandatory for any district that receives or desires to receive Title I funds.

Instruction

Title I Parent and Family Engagement

The Board of Education (Board) recognizes that parental and family involvement and engagement is vital to achieve maximum educational growth for students participating in the District's Title I program. Therefore, in compliance with federal law, the District will meet with parents/guardians to provide information regarding their school's participation in the Title I program and its requirements.

The Superintendent or his/her designee is directed to ensure equivalence among schools in teachers, administrators and other staff, and in the provision of curriculum materials and instructional supplies.

The Board directs the Superintendent to ensure that each of the District's schools participating in the Title I program meet annually with the parents/guardians of students receiving Title I services. Parents/guardians of participating students will be informed of their right to be involved in the development of the District's parental and family engagement policy, overall District Title I plan and the school-parent compacts.

In cooperation with parents/guardians and family, the District's policy, plan and compact will be reviewed annually and updated periodically as determined necessary, to meet the changing needs of parents/guardians and the schools, and distributed to parents/guardians of participating students in an understandable and uniform format and to the extent practicable, in a language the parents can understand.

The Superintendent is directed to develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

(cf. 1110.1 – Parent Involvement)
(cf. 6161.3 – Comparability of Services)
(cf. 6161.31 – Title I Programs)

Legal Reference: Connecticut General Statutes
 10-220(c) Duties of boards of education
 Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local
 Education Agency Plans.
 Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-
 6514
 20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95
 §1010 (2015)
 20 U.S.C. §7801 - Definitions

Policy adopted:
cps 1/21

This regulation serves as a sample of the required school-level parent and family engagement compact. The numbered paragraphs correspond to mandatory requirements in ESEA, 20 U.S.C. §6318(c). Bulleted items are ideas that each district must, with parents/guardians and family, develop through its own processes for accomplishing the respective numbered paragraph.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact

This school-level *Parent and Family Engagement Compact (Compact)* provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

Parent/Guardian Involvement

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or his/her designee must:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide childcare so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, childcare, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact

Parent/Guardian Involvement (continued)

3. Involve parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan (under U.S.C. §6314(b)(2)), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through the use of school newsletters, the District website, email and telephone contact, and home visits if needed.
5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
6. The Building Principal or designee shall:
 - Provide parents/guardians, upon request, 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 suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and to receive follow-up.
7. If the school-wide plan under 20 U.S.C. §6314(b) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any parent/guardian comments on the plan when the school makes the plan available to the Board of Education.
 - Provide a process for parents/guardians to express concerns and complaints.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact (continued)

Shared Responsibilities for High Student Academic Achievement

1. The school is responsible for providing a 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 challenging academic standards. Each parent/guardian is responsible for supporting their children's learning by:
 - Volunteering in their child's classroom.
 - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.
2. Communications between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences, at least annually, during which the Compact shall be discussed as the Compact relates to the individual child's achievements.
 - Frequent reports to parents/guardians on their child's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - Ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

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

- Provide assistance to parents/guardians in understanding the challenging State academic standards and local academic assessments, and how to monitor a 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.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents/guardians, in:
 - The value and utility of contributions of parents/guardians; and
 - 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.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact

Building Capacity for Involvement (continued)

- 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, each school 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 the 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 childcare 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 between 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 council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

Instruction

Title I Parent and Family Engagement

School-Level Parent and Family Engagement Compact (continued)

Accessibility

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

Regulation approved:
cps 1/21