



Book	Policy Manual
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Title	COPY OF PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS
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2261.01- PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year, the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement plan (referred to as "policy" in Federal law) to establish expectations for the involvement of such parents and family members in the education of their children. The content and effectiveness of the plan (policy) shall be reviewed annually by the District and distributed to parents and family members of children receiving Title I services.

In accordance with Federal law, the proposed plan (policy) must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide 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 member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
 1. identifying barriers to greater parent participation (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);
 2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

3. strategies to support successful school and family interactions;
- E. use the findings of the above-referenced evaluation to:
 1. design evidence-based strategies for more effective parental involvement; and
 2. revise the parent and family member engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising, and reviewing the parent and family member engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children), including providing information and school reports in a format, and to the extent practicable, in a language such parents can understand;
- H. conduct meetings with parents, including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program (X) by such means as ensuring regular attendance, monitoring screen time, television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family member engagement policy (Policy 2261.01 - Parent and Family Engagement in Title I Programs), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member 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.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants 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 member engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

The District Administrator must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, ongoingon-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
 1. timely information about the Title I program and the school's parent and family member engagement policy;
 2. 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 expected;
 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicable possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.
- F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
 1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
 2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
 3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents, and the community for improving student academic achievement, the District Administrator and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;

- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State, and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the District Administrator and building principals may also:

- A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
- B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
- C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- D. train parents to enhance the involvement of other parents;
- E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- F. adopt and implement model approaches to improving parental involvement in Title I programs;
- G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents and families of the students being served.

Development of Administrative Guidelines for Parent and Family Engagement

The District Administrator shall ensure that the Title I plan under Section 6312 contains administrative guidelines which have been developed and approved by the District and parents of participating students and distributed to parents. The guidelines shall describe how:

- A. the District expects and encourages parents and families to be engaged in the planning, review, and improvement of Title I programs, including their participation in the development of the plan under Section 1112 and the process for school review and improvement under Section 1116;
- B. meetings will be conducted with parents and families including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;

- D. opportunities will be provided for parents and families to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision making about the program and revisions in the plan;
- E. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- F. parents will be provided with assistance (e.g., literacy training and technology) in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- G. timely responses will be given to parental or family questions, concerns, and recommendations;
- H. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement and school performance;
- I. an annual evaluation of the parental and family engagement plan will be conducted with parents and families, identifying any barriers to greater parental and family engagement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and how strategies will be devised to improve parental and family engagement and to revise, if necessary, this policy;
- J. the parental and family engagement plan will be coordinated with other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- K. other activities will be conducted as appropriate to the plan and State and Federal requirements.

The District Administrator shall also ensure that the guidelines include a school parent compact developed jointly by the District and parents, which outlines the responsibilities of the school staff, the parents, family and the student for academic improvement. The school parent compact shall include provisions addressing:

- A. the school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment;
- B. parent's responsibility for such things as monitoring attendance, homework, extra curricular activities, and excessive television watching; volunteering in the classroom; and positive use of extra curricular time; and
- C. the importance of parent teacher communication on an on going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to parents; reasonable access to staff; and to opportunities to observe and participate in classroom activities.

Informing Parents and Families of Their Right to be Engaged in Development and Administration of this Policy

The District Administrator shall also assure that each Title I participating school develops a specific plan, with parental and family engagement, which:

- A. convenes an annual meeting, at a convenient time, to which parents and families of participating children are invited and encouraged to attend, to explain the school's involvement under Title I, the requirements to develop this policy, and the parents' right to be involved;
- B. engages parents and families in an organized, on going and timely way in the development, review, and improvement of parent involvement activities;
- C. provides participating students' parents with:
 1. timely information about the Title I programs;
 2. an explanation of the curriculum, the forms of academic assessment, and the proficiency levels expected;
 3. regular meetings, upon request by a parent, to make suggestions and receive response regarding their student's education.

Notice to Parents and Updating the Policy

The District will notify all parents of this policy, the guidelines, and the school-parent compact in a language understandable to the parents and families, to the extent practicable. Additionally, this policy will be made available to the local community and will be updated periodically to meet the changing needs of parents, families, and the school.

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