

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT**

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

**District-Wide Parent and Family Engagement**

To facilitate parent and family participation, the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I Plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities;
- c) Coordinate and integrate parent and family engagement strategies, with other relevant federal, state, and local programs. Parent and family engagement activities include, but are not limited to, the following: parent-teacher conferences; curriculum nights for parents; open house nights; author visits with evening family events; annual Title I meetings for parents; Book Fairs; summer take-home reading packets for students and parents, and Math Nights;
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
  1. Barriers to greater participation by parents and family members in Title I 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;
  2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and

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3. Strategies to support successful school and family interactions. Annual evaluation of school and family interactions include, but are not limited to, the following: sign-in sheets from, open house, parent meetings, curriculum nights, and parent-teacher conferences. Elementary level Committees conduct ongoing evaluation of parent and family participation at events, meetings, and workshops. PTA organizations gather feedback from parents and seek parent input.
  - e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;
  - f) Involve parents in Title I activities. To encourage parent and family involvement through participation in the parent advisory board, the District will seek member representatives from school level groups, parents of students participating in the District's AIS/RTI programs, and from the district Shared Decision-Making Committee;
  - g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities. Budget information is shared with parents during annual Title I parent meetings, at District Shared Decision-Making meetings, and at PTA meetings. Parents, and community members through the District Shared-Making Committee, have opportunities to offer suggestions for the allocation of fiscal resources.

**School-Level Parent and Family Member Engagement**

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

- a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of these children will be invited and encouraged to attend the meeting;
- b) Offer flexibility in scheduling meetings, and may provide transportation to child care, or home visits related to parent and family member engagement, using Title I funds.
- c) Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;

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- d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms or academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible; and
- e) Offer additional meetings, workshops, and evening family events and activities to encourage family and community engagement.
- f) Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.
- g) Have a compact that:
  - 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;
  - 2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning; and
  - 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
    - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
    - (b) Frequent reports to parents and family members on the child's progress;
    - (c) Reasonable access to staff, schools will host curriculum nights and parent-teacher conferences; and
    - (d) 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.

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If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will maintain an active District Shared Decision-Making Committee, maintain active Building Level Teams with parent and community representation, and adhere to requirements for annual Title I Parent meetings.

- a) Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children.
- b) Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement. Parents are provided a variety of training materials during kindergarten orientation;
- c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school. The District has established committees at the elementary level. Teachers and administrators meet regularly to discuss strategies for engaging parents;
- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members;
- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members or participating children in a format and, to the extent practicable, in a language the parents or family members can understand;
- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

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In addition, the district and each school may:

- a) Involve parents or family members in developing training for teachers principals, and other educators to improve the effectiveness of this training;
- b) Pay reasonable and necessary expenses associated with local parent and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;
- c) Train parents or family members to enhance the involvement of other parents or family members;
- d) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;
- e) Adopt and implement model approaches to improving parent and family engagement; and
- f) Develop appropriate roles for community-based organization and business in parent and family member engagement activities.

In carrying out the parent and family member engagement requirements the District and its schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with 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 they understand.

**Procedures for Filing Complaints/Appeals**

The District will have available adequate information regarding the district's written complaint procedures for resolving Title I issues.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left

Behind Act of 2001

20 United States Code (USC) Sections 6318 and 6321

34 Code of Federal Regulations (CFR) Parts 74-86 and 97-99, and 200

Re-Adopted: October 12, 2011

**Revised: July 18, 2018**

