



Book	Policy Manual
Section	900 Community
Title	Parent and Family Engagement
Code	918
Status	Active
Adopted	August 18, 2003
Last Revised	October 8, 2018

Purpose

The Board recognizes that parent involvement contributes to the achievement of 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 community.[\[1\]](#)[\[2\]](#)

Authority

In compliance with federal law, the District and parents of students participating in Title I programs shall jointly develop and agree upon a written parent involvement policy known as Parent and Family Engagement. The District shall:[\[1\]](#)

1. Provide assistance to parents in understanding such topics as the state's academic content standards and state student academic achievement 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 their children.
2. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent possible, in a language the parents can understand.

6. Provide such other reasonable support for parental involvement activities under this section as parents may request.

The District may:

1. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
2. Provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.
3. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
4. Train parents to enhance the involvement of other parents.
5. Adopt and implement model approaches to improving parental involvement.
6. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
7. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the District's Title I plan and shall be evaluated annually, with parent involvement.[\[1\]](#)

Delegation of Responsibility

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.[\[1\]](#)[\[3\]](#)

The building principal and/or Title I staff shall provide to parents of students receiving support:

1. Explanation of the reasons supporting their child's selection for the intervention.
2. Set of objectives to be addressed.
3. Description of the services to be provided.

The Superintendent or designee shall ensure that information and reports provided to parents are in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Guidelines

An annual meeting of parents of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents shall be given the opportunity to participate in the design, development, operations, and evaluation of the program. Parents shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[\[1\]](#)

In addition to the required annual meeting, additional parent meetings shall be held at various times of the day and evening. At these meetings, parents shall be provided:[\[1\]](#)

1. 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 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.
4. Opportunities to submit parent comments about the program to the District level.

If sufficient, Title I funding may be used to facilitate parent attendance at meetings through payment of transportation and child care costs.[1]

Opportunities shall be provided for parents to meet with the classroom and Title I teachers to discuss their child's progress.

Parents may be given guidance as to how they can assist at home in the education of their child.

School-Parent Compact

Each school in the District receiving Title I funds shall jointly develop with parents of students served in the program a School-Parent Compact outlining the manner in which parents, school staff, and students share responsibility for improved student achievement in meeting academic standards. The compact shall:[1]

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the District's academic standards.
2. Indicate the ways in which parents 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 extracurricular time.[4]
3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.[4]

Legal

1. 20 U.S.C. 6318
2. Pol. 102
3. 20 U.S.C. 6312
4. Pol. 916
- 20 U.S.C. 7845
- 24 P.S. 510.2
- 29 U.S.C. 3271 et seq
- 29 U.S.C. 701 et seq
- 42 U.S.C. 11301 et seq
- 42 U.S.C. 9831 et seq
- Pol. 127
- Pol. 138
- Pol. 212
- Pol. 213
- Pol. 333
- Pol. 433
- Pol. 814