

## **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

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### **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.

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### **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.

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. 14-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Policy adopted: June 22, 2017

MARLBOROUGH PUBLIC SCHOOLS  
Marlborough, Connecticut

## **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 Marlborough Elementary 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 2017-18.

#### **Required School-Parent Compact Provisions**

##### **School Responsibilities**

The Marlborough Elementary 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:

Through constant analysis and updating, Marlborough Elementary School will ensure that the academic curriculum continues to be up-to-date with State and National standards. Funding for curriculum revision continues to be part of the yearly operating budget, providing staff members with opportunities to write and revise curriculum during the summer months.

In order to continue to provide high-quality instruction, MES staff members are provided opportunities for on-going professional development. Professional development is provided in-house and by providing funds for teachers to access outside professional development activities. The MES Teacher and Administrator Evaluation plan ensures that high-quality instruction is provided to all students across all grade levels.

Students at MES are provided a learning environment that meets their individual needs. Through various assessments, students are provided Tier II or Tier III supports if needed in language arts and/or math. These supports assist students in small groups which we believe is a more effective learning environment in order to give students the instruction needed.

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:  
Parent-Teacher conferences will be held on November 15, 16, & 17, 2017.
6. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:  
Reports are given on a monthly basis via email to families. At the end of each marking period, families are provided with a progress report that goes along with the student's report card.
7. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:  
All district staff have email addresses that can be accessed by families at any point in time. Staff members check email on a regular basis. Each staff member has voice mail where families can leave messages when needed. Families are encouraged to meet with teachers and/or administrators whenever there is a question or a concern.
8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
As stated in the Handbook for Students and Families, parents/guardians are welcome to observe in classrooms. Arrangements must be made in advance with the Principal's office and the teacher. Such visits are opportunities to observe the class.
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;
- 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**

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.

The Marlborough Elementary 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.

The Marlborough Elementary School will: (continued)

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 Marlborough Elementary 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.*

### **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.