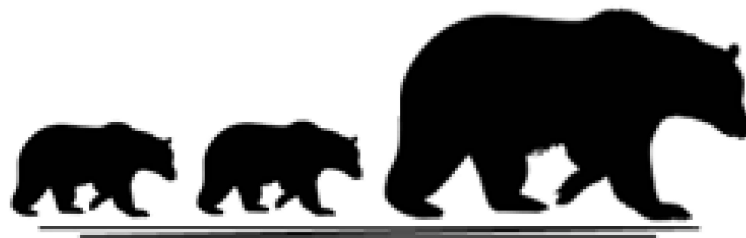


**STAFFORD COUNTY PUBLIC SCHOOLS**  
**TITLE I PARENT/GUARDIAN AND FAMILY HANDBOOK**  
**2022-2023**

**TITLE I PROGRAM**  
**ANNE E. MONCURE ELEMENTARY SCHOOL**



***Title I Parent/Guardian and Family Handbook***

The parent/guardian and family handbook is provided to acquaint parents/guardians with the Title I programs in Stafford County Public Schools (SCPS). The Title I programs at each school are developed through the efforts of parents/guardians, teachers, administrators, and Title I staff.

Dear Parent/Guardian:

We would like to welcome you and your child to the Stafford County Public Schools' Title I Programs. We are excited to work with you in your child's education and are looking forward to forming a partnership in this important learning endeavor.

Your participation in your student's education is extremely important and is key in helping us provide the best educational opportunities for your child. The main purpose of this handbook is to help you understand the intent and responsibility of Title I and to participate and support communication between the school and home.

Title I services in SCPS are provided through a Targeted Assistance (TA) model. This delivery model provides supplemental assistance to targeted schools to assist eligible students- those students most at-risk academically - to meet the state's challenging academic standards. Multiple, educationally related, and objective criteria established by the school division are used to determine the eligibility of children within TA schools. Criteria for SCPS can be found in Appendix 1.

We would like to encourage you to become an active participant in your child's education by participating in the Family Advisory Council (FAC). The FAC meetings run differently at each school. At some schools, it meets at the same time as the PTO meetings, but has its own agenda items/discussions; at other schools, it meets independently. The purpose of FAC is to help parents/guardians navigate through the Title I policies and procedures, and to help our program continue to be a positive and effective experience for our students. If you are interested in becoming part of the FAC, please contact your child's school.

In the appendices, you will also find the following documents:

- *Overview of Criteria for Student Selection for Title I Services - Appendix 1*
- *District Family Engagement Plan- Appendix 2*
- *Parent/Guardian's Right to Know and Family Engagement Opt-Out form Appendix 3*
- *Notice of Title I School Status - Appendix 4*
- *Title I Family Advisory Council - Appendix 5*
- *School Family Engagement Policy & Compact- Appendix 6*
- *Invitation to Review District Family Engagement Plan- Appendix 7*
- *Right to Request an Interpreter or Translated Documents- Appendix 8*
- *A Quick Guide to Who is Who in the School System- Appendix 9*
- *Input Form- Appendix 10*

Please take time and carefully read all of the documents included in this Title I Parent/Guardian and Family Handbook. If you have any questions or concerns, please contact the school directly at 540-658-6300.

Thank you,

Gregory Machi  
Principal

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## ***What is Title I?***

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According to the U.S. Department of Education (ED), Title I is a federally funded education program that helps to give “children a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” Title I — Improving The Academic Achievement Of The Disadvantaged. (2014, September 15). Retrieved from <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-i-part-a/>.

The basic principles of Title 1 state that schools with large concentrations of low-income students (35% or above) will receive supplemental funds to assist in meeting students' educational goals. Low-income students are determined by the number of students enrolled in the free and reduced lunch program. There are two types of Title I programs. Targeted or Schoolwide. All of the schools in Stafford County that are Title I, are operating as targeted schools. Any student within a Title I school who is at-risk or at risk of failing, may receive Title I services, regardless of their economic status. Please see Appendix 1 for the selection criteria for Title I services.

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## ***What Services are provided through Title I?***

### ***Who can use Title I services?***

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Each school determines how to utilize Title I funds in accordance with federal/state guidelines. In a TA school, Title I funds can be used for instructional activities, counseling, family engagement or to increase staff above and beyond those required locally and by the state. According to the U.S. Department of Education, Title I funds typically support supplemental instruction, particularly in reading and math to students who are struggling academically.

Any students, who are struggling academically, might be served by Title I funds; this includes migrant students, students with limited English proficiency, students experiencing homelessness, students with disabilities, neglected students, delinquent students, at-risk students or any student in need. Students can be classified as at-risk for numerous reasons, including but not limited to: low academic performance, being held back a grade for one or more years, or students with unstable housing. Please see Appendix 1 for more information.

**Title I provides assistance in one or more academic areas. Samples of Title I services include:**

- Additional teachers, paraprofessionals, and instructional coaches to work with small groups or one-on-one
- A variety of instructional strategies and materials
- Intervention classes providing intensive academic assistance during the day
- Additional professional development and training for school staff
- Training and learning events for families
- After-school tutoring
- Summer learning opportunities

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## Programs

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There are two types of Title I programs: Schoolwide and Targeted Assistance. SCPS Title I schools are all working as Targeted Assistance programs for the 2022-2023 year.

### **What is a Schoolwide Program?**

A Title I Schoolwide Program is a method of delivering Title I services in eligible schools. It allows the school to address the educational needs of ALL its children, using a variety of strategies for improving the entire school so every student achieves high levels of academic proficiency. All staff, resources, and classes are part of the overall Schoolwide program. For more information on schoolwide programs: [Archive: Designing Schoolwide Programs Non-Regulatory Guidance \(MS Word\)](#)

### **What is a Targeted Assistance Program?**

A Targeted Assistance Program (TA) is one in which individual students are identified to receive Title I services. Students are identified based on multiple objective and educational criteria. Services may be delivered in a number of ways as: in-class instruction, pull-out instruction, and/or extended day, week, or year instruction. Title I teacher(s) are responsible for providing extra services to identified children, coordinating with other school personnel involved with the children, and involving parents/guardians in the planning, implementation, and evaluation of the Title I program. See Appendix 1 for overview of criteria for student selection for Title I services.

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## Family Engagement

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*“Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.”* – U.S. Dept. of Education, U.S. Dept. of Health & Human Services Policy Statement On Family Engagement From The Early Years To The Early Grades, 2016

**From “Parent” to “Family”** – Inclusive and respective of all adults who raise and care for children, to include biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings – U.S. Department of Education.

Family engagement is one of the most important elements for a student’s success. The aim of Title I Family Engagement is to promote and encourage parents/guardians to become involved in all facets of their children’s education and to support Stafford County School District’s mission to meet or exceed state academic standards for all students.

## ESSA (Every Student Succeeds Act) Section 1118 Requirements

### Part A — Improving Basic Programs Operated by Local Educational Agencies, Section 118 (2005, June 21).

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the engagement of parents/guardians in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents/guardians of participating children.

In SCPS family engagement, each Title I School MUST implement the following:

1. **Title I Annual Meeting** —Your school must have a separate meeting from Open House to meet the requirements for the Title I Annual Meeting and should be identified as the Title I Annual Meeting on printed agendas and announcements. The school must offer a flexible number of meetings throughout the year, so that as many parents/guardians as possible may attend. These meetings may be held in conjunction with PTO meetings, but Title I matters and concerns must have their own agenda items. Title I meetings are a great time to learn more about Title I, give input and connect with other parents/guardians, teachers and administrators. Go on your school's website or contact your school to find out when the school's annual Title I meeting will be held.

#### **The Annual Title I Meeting should be documented and made available on the school's website.**

The following information must be presented at the meeting:

- **Explanation of the Title I Targeted Program** - Inform parents/guardians about the school's participation in the Title I Part A program, explain the Title I requirements and their right to be involved in the programs.
- **Student Academic Assessment** - Describe the state's academic content standards, local academic assessments (which measure student progress) and proficiency levels students are expected to meet.
- **Curriculum** - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet state performance standards; and the ways in which each parent/guardian will be responsible for supporting their children's learning.
- **Family Resources** - Provide information about materials and training available to help parents/guardians work with their children to improve achievement.
- **Parent/Guardian's Right to Know** - You have the right to know the professional qualifications of the classroom teachers instructing your child. Federal law requires the school division to provide you this information in a timely manner, if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:
  - **Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.**
  - **Whether the teacher is teaching under emergency or other provisional status because of special circumstances.**
  - **Whether the teacher is teaching in the field of discipline of the certification or degree he/she received.**
  - **Whether paraprofessionals provide services to your child and, if so, their qualifications.**

- **4 Week Letter** - Inform parents/guardians in a timely manner that the parent/guardian's child has been assigned to or taught for four or more consecutive weeks by a teacher who is not highly qualified.
  - **Level of achievement** - Parents/guardians must be informed of a student's level of achievement on each of the state academic assessments.
2. **School-Parent/Family Compact** - Each Title I School must jointly develop with parents/guardians a school-parent compact as part of its Family Engagement Policy/Plan. The compact is a written agreement between the school and parents/guardians of children participating in Title I programs, which identifies activities that parents/guardians, students and the school will undertake to build partnerships and have responsibility for improved student achievement.
  3. **Family Engagement Policy/Plan & Compact** - Each Title I school must jointly develop with, agree upon and distribute to parents/guardians its own written Family Engagement Policy/Plan & Compact which describes how the school will carry out Section 1118 requirements.

The School Parent/Guardian Improvement Policy/Plan must specify that the school will:

- **Convene a Title I Annual Meeting, separate from Open House** to explain the Title I program to parents/guardians and inform them of their right to be involved in the program.
  - **Offer a flexible number of meetings**, and may use Title I funds to pay related expenses, such as child care (at the school), transportation or home visits.
  - **Involve parents/guardians**, in an organized, ongoing and timely way, in planning, review and improvement of Title I programs.
  - **Provide timely information about its Title I program** to parents/guardians, describe the curricula, the student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings where parents/guardians can provide input and respond, promptly, to parent/guardian suggestions.
  - **Provide parents/guardians with an opportunity to submit dissenting views** if a school's Family Engagement Policy/Plan is not acceptable to them.
4. **District Family Engagement Policy/Plan-** Title I regulations also require that the school district has written policies that have been developed and agreed to by a Parent Advisory Council and/or approved by the local school board. Stafford County's District Family Engagement Plan is included in this handbook (See Appendix 2).

**The district's policy must include the following requirements:**

- How parents/guardians will be involved in determining what the school needs to do to help their children achieve the standards.
- How parents/guardians will be involved in developing the Title I plan at their school.
- How the district will help its Title I schools involve parents/guardians.
- How the district will coordinate the family engagement activities of Title I.
- An outline of the district's plan for reviewing and evaluating its policy each year.

5. **Build Capacity for Engagement** - Each school must strive to ensure effective family engagement and support school/parent partnerships to help children achieve high academic standards. The law lists 14 activities; the following are mandatory:
- **Program Information for Parents/Guardians** - Each school shall provide assistance to parents/guardians of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I and how to monitor their children's progress and work with educators to improve their achievement.
  - **Materials and Training** - Each school shall provide materials and training, such as literacy training or how to use technology, to help parents/guardians to work with their children to improve achievement.
  - **Educate Educators** - Each school shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs and build ties between parents/guardians and the school.
  - **Preschool Coordination** - Each elementary school shall, "to the extent feasible and appropriate," coordinate and integrate family engagement programs with Head Start, and other preschool programs, and encourage and support parents/guardians in more fully participating in the education of their children.
  - **Understandable Communication** - Each school shall ensure that information related to school and parent/guardian programs, meetings and other activities is sent to the parents/guardians of participating children in a format and, to the extent practical, in a language the parents/guardians can understand.
  - **Other Requested Activities** - Each school shall provide such other reasonable support for family engagement activities as parents/guardians may request.
6. **Survey - The district will develop a survey for staff, parents/guardians of a Title I student(s).** The results of the survey will help us to identify strengths and weaknesses of our current Title I program, the school and district family engagement plans and make revisions, as able to and needed, for the next year.
7. **Family Advisory Council** - The Title I program involves a Title I Family Advisory Council (FAC). Parents/guardians on this council are representatives from our Title I schools. Parents/guardians on the council do not necessarily have to be parents/guardians of Title I students but must be parents/guardians in the Title I schools. The Council meets at least two times during the year to gain information from the staff about the program, and then helps plan and give advice in implementing the Title I program. The FAC seeks volunteers to help guide and advise the Title I Program.
8. **Informing the parents/guardians of their school being a Title I and their child's (possible) participation** - The parents/guardians of Title I students will be informed that their child might be eligible to receive services through the program by Title I staff. If parents/guardians express a verbal request, which is then documented, or provide a written request that their child not work with Title I Staff, the student will not be enrolled in Title I.
9. **Getting Involved in decision making in Title I** - As mandated by ESSA, Section 1118 (a)(3)(B) Family Input - Parents/Guardians of children receiving services shall be involved in the decisions regarding how family

engagement funds are allotted for family engagement activities. You may participate by attending the Title I/PTO meetings, taking the spring survey or by making suggestions in writing to the school's principal. See appendix 10.

*Parents/Guardians of children who receive Title I, Part A services must be involved in the decisions regarding how these funds are allotted for family engagement activities. No less than 95% (of the 1% reservation) of the funds for family engagement must be used by/distributed to Title I, Part A schools and must be in addition to the school's regular Title I, Part A school allocation.*

**At SCPS these are some of the ways we use Family Engagement Funds at the Title I schools:**

- Family engagement workshops or training
- Family engagement meetings, materials, make and takes, etc
- Transportation costs to enable parents/guardians to attend family engagement meetings/workshops
- Light refreshments for family engagement meetings and/or workshops
- Family and student materials for Literacy/Math/LIEP (Language Instruction Education Program)
- Interactive platform for parents/guardians - for use at home
- School community outreach activities (books, materials, printing, etc)

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## ***School Quality Profiles***

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"Virginia's new School Quality Profiles provide information about student achievement, college and career readiness, program completion, school safety, teacher quality and other topics of interest to parents/guardians and the general public. Report cards are available for schools, school divisions and for the commonwealth." "VDOE School Quality Profiles." Retrieved from: <http://schoolquality.virginia.gov/> on 8/1/2022.

Each Title I school provides a direct link to the school's quality profile by visiting the school's page under "our school" you will find a VDOE report tab that will take you to your school's direct link.

***If you need or would like these documents explained to you or in a form or language that you can better understand, please contact your child's school and we will make every effort to make them available to you in a different format/language.***

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## ***Grievances***

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### **Definition of a Complaint:**

A complaint is a signed written statement that includes: 1) an allegation that a requirement applicable to the Title I local educational agency (LEA) program has been violated; and 2) information that supports the allegation.

**Who May Complain:**

Any parent/guardian, teacher, other concerned individual(s), or organization(s) may file a complaint. The following public policy will be in place until the time that the SCPS School Board approves the Title I Grievance procedures.

**Stafford County Public Policy 1113:**

**PURPOSE:** To describe the complaint registration and resolution process

**Public Complaints and Procedures**

The school board recognizes that situations may occur in the operation of the school division which are of concern to parents, students, employees, and the general public. It is important that individuals be directed to the most immediate and proximate level for resolution as teachers and/or administrators are often in the best position to resolve matters regarding students or employees if they are made aware of the issue/concern and provided an opportunity to respond.

The individual making such complaints shall expect a courteous and prompt reply after an investigation has been made. The board shall be informed of such complaints when in the opinion of the superintendent:

1. They indicate a need for change in board policy;
2. They seem to represent fairly widespread concern in the community;
3. They raise substantive questions about the adequacy of any phase of educational program; or
4. They are of such magnitude as to cause undue damage to the image or reputation of the schools.

**Complaints Regarding Students or Employees**

Board members should advise complainants that issues regarding students or employees are best dealt with through communication with appropriate staff members according to the Chain of Communication set forth below.

**Chain of Communication**

1. Classroom Teacher, if a student complaint;
2. Assistant Principal;
3. Principal or Worksite Supervisor;
4. Appropriate Director or Executive Director;
5. Appropriate Chief Academic Officer;
6. Executive Director of Constituent Services;
7. Superintendent or Designee.

**Complaints Unresolved Through Chain of Communication**

If the complainant has followed the Chain of Communication and the issue/concern remains unresolved, the board member shall refer the complaint to the superintendent or designee for review and appropriate action.

The complainant shall have the right to appeal any decisions of the superintendent to the board. The superintendent, upon request, shall supply the board with a full report of the investigation and will make recommendations for the board's consideration.

**Complaints About the School Board or School Board Members**

Complaints that concern board actions, board operations, or individual board members should be directed to the school board as a corporation.

Any parent, custodian, or legal guardian of a student attending the Stafford County public school who is aggrieved by an action of the board may, within 30 days after such action, petition the local circuit court to review the action of the board. The court will sustain the action of the board unless the board exceeded its authority, acted arbitrarily or capriciously, or abused its discretion.

06/24/08 Adopted  
06/25/13 Amended  
12/12/13 Readopted  
05/10/22 Amended  
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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-87, 22.1-253.13:7

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## ***General Title I Information***

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### **How does the Title I program use standards?**

Any school that receives Title I money must use the same standards for all students. This means that Title I programs must be designed to give students the help they need to reach the same high standards that are set for everyone else.

### **What is a school profile?**

A school profile is a report card on the school. It gives some basic facts about the school and the students. It also tells how each child is performing and what the school is doing to achieve high standards for all children.

### **How can you become involved in school?**

Our schools are a great resource for family engagement activities, training and services. Each Title I school has a family engagement team who helps plan and coordinate activities throughout the year. Please contact your student's teacher for more information.

### **Other:**

For more information Contact ED's Information Resource Center for information on ED programs, resources, and events at 1-800-USA-LEARN.

- VDOE's website for family engagement: <http://doe.virginia.gov/families/index.shtml>
- **National Center for Family and Community Connections with Schools**, funded through the Southwest Regional Educational Laboratory (SEDL) by the Department's Institute of Education Sciences, bridges research and practice to remove barriers to student achievement. The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities. The Center reviews emerging findings and research to develop an online database, annual conferences and annual reports to help advance procedural knowledge and provides training and networking across the regional educational laboratory system to link research findings to practice. For more information visit <http://www.sedl.org/connections/about.html>.
- **Education News Parents/Guardians Can Use**, a television series about ways to ensure children's educational success. The third Tuesday of each month during the school year, **Education News** provides

parents/guardians with the tools and information they need to be effectively involved in their children's learning. For information on how to register visit the following URL and go to FAQs:

<http://www.ed.gov/news/av/video/edtv/index.html>.

- **EDPubs**, the Department's Publication Center has a multitude of free materials and resources that can assist SEAs, LEAs, schools, parents/guardians, communities, and organizations in encouraging and maximizing family engagement. EDPubs can be reached directly by calling 1-877-4ED-PUBS (433-7827). Order documents on-line at [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov).
- **The Achiever**, a biweekly electronic newsletter that provides information, events and announcements about Every Student Succeeds. For other newsletters and journals from ED visit: <http://www.ed.gov/news/newsletters/index.html>
- The "**What Works Clearinghouse**" (WWC), a project to help education decision-makers answer such questions as How do we create better schools? and How can we make sure that all children can read? A part of the Department's Institute of Education Sciences, the WWC has been established to put solid evidence from high-quality scientific research into the hands of educators, policy-makers and the public so they may make better choices about programs and practices. To receive email updates, subscribe to WWCUpdate on the Web at <https://ies.ed.gov/ncee/WWC> or call 1-866-WWC-9799.

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## ***Appendices***

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# Appendix 1:

## Overview of Criteria for Student Selection for Title I Services



### STAFFORD COUNTY PUBLIC SCHOOLS

31 Stafford Avenue  
Stafford, Virginia 22554-7246  
Phone: 540-658-6000  
www.staffordschools.net

### Common Formative Assessment Data

*All grade levels use the teacher recommendation rubric and common formative assessment data to identify tagged title I students.*

<u>Grade</u>	<u>Mathematics</u>	<u>Literacy</u>
Kindergarten	Early Mathematics Assessment System (EMAS)	Phonological Awareness Literacy Screening (PALS)
First Grade	Assessing Math Concepts (AMC)	
Second Grade	NWEA Measures of Academic Progress (MAP) Growth: Mathematics	NWEA Measures of Academic Progress (MAP) Growth: Reading  Phonological Awareness Literacy Screening (PALS)
Third Grade	NWEA Measures of Academic Progress (MAP) Growth: Mathematics  VDOE SOL Growth Assessments	NWEA Measures of Academic Progress (MAP) Growth: Reading  Phonological Awareness Literacy Screening (PALS)  VDOE SOL Growth Assessments
Fourth Grade		NWEA Measures of Academic Progress (MAP) Growth: Reading
Fifth Grade		NWEA Measures of Academic Progress (MAP) Growth: Fluency  VDOE SOL Growth Assessments

**PK- All of Headstart student are to be tagged**

**All homeless (McKinney-Vento) students are to be tagged**

*Using multiple sources to provide a picture of the student progress (along with teacher observation) will increase the validity of the decision of selecting a student for Title I Services.*

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## **Appendix 2:**

### *District Family Engagement*

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#### **Stafford County District Family Engagement**

##### **PART I: GUIDELINE FOR TITLE I – DISTRICT-WIDE FAMILY ENGAGEMENT**

1. **Stafford County Public Schools agree** to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the engagement of parents/guardians in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents/guardians of participating children.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level family engagement 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.

The school district will incorporate this district-wide family engagement policy into its Local Educational Agency (LEA) plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A Family Engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents/guardians of English Learners, families of students with disabilities and parents/guardians of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative format ,upon request; and to the extent practicable, in a language parents/guardians understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents/guardians 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.

The school district will involve the parents/guardians of children served in Title I, Part A schools in decisions about how the 1% of Title I, Part A funds reserved for family engagement is spent, and will ensure that no less than 95% of the 1% reserved goes directly to the schools.

The school district will be governed by the following statutory definition of family engagement, and expects that the Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Family engagement means the participation of parents/family members in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring—*

- a. *that families play an integral role in assisting their child's learning;*
- b. *that families are encouraged to be actively involved in their child's education at school;*
- c. *that families 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; and,*
- d. *carrying out other activities, such as those described in section 1116 of the ESEA.*

## **PART II: IMPLEMENTATION OF GUIDELINES**

**1. Stafford County Public Schools will** take the following actions to involve parents/guardians in the joint development of its district wide family engagement plan under section 1112 of the ESEA:

- Facilitate Title I Family Meetings at the Title I schools to discuss current family engagement plans and possible changes/enhancements for the following year.
- Notify parents/guardians in writing when requested and place on the district website the current school family engagement policy at the beginning of each school year.
- Included in the policy will be a response and comment form for the families to return to the school which seeks family feedback on the policy. Feedback is welcomed and any comments will be taken into account and shared with the appropriate personnel.

**2. Stafford County Public Schools will** take the following actions to involve family in the process of school review and improvement under section 1116 of the ESEA:

- Facilitate Title I Family Information Meetings to inform families of the progress Title I schools have made and highlight improvements regarding state assessment scores and school culture.
- Review/update the effectiveness of the District Family Engagement Policy.
- Develop and carry out the district level parent engagement plan.
- Ensure district website has links to VDOE where parents/guardians can view valuable information about the status of the schools and view the school's Report Card.

**3. Stafford County Public Schools will** provide the following necessary coordination, technical assistance and other support to assist Title I, Part A schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance:

- Inform parents/guardians of the District Family Engagement Policy, post it on the district website and encourage parents/guardians to participate with the Parent Committee at their Title I school.
- Monitor each Title I, Part A school to ensure that each school performs the following tasks (with parents/guardians):
  - a. District level Title I, Part A Coordinator will provide coordination and technological assistance to Title I, Part A schools related to family engagement academic-based nights (content/curriculum nights).

- b. District level Title I, Part A Coordinator will coordinate district-wide content/curriculum events, as needed, in efforts to consolidate resources and maximize parent/guardian informational offerings.
- c. Cooperatively develop a Title I family engagement policy/compact.
- d. Provide timely information about Title I and the school program.
- e. Solicit input on professional development to support academic achievement.
- f. Provide informational workshops and training.
- g. Furnish information in a format and language parents/guardians can understand, when requested.
- h. District will provide all teachers of Title I schools with information on an internet-based platform to be distributed to all parents/guardians with resources on family engagement.

**4. Stafford County Public Schools will** coordinate and integrate family engagement strategies in Title I schools, with family engagement strategies under the following other programs:

- Coordinating transitions from preschool to elementary school through working with the family services personnel in the Head Start and VPI (Virginia Preschool Initiative) programs, including supporting families through the Kindergarten registration process.
- Convening PTO meetings (including Title I).

**5. Stafford County Public Schools will** take the following actions to conduct, with the engagement of parents/guardians, an annual evaluation of the content and effectiveness of this family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents/guardians in family engagement activities (with particular attention to parents/guardians of students who are economically disadvantaged, who have a disability, who are English Learners, who have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its family engagement policy and activities to design strategies for more effective family engagement and revise, if necessary (and with the engagement of parents/guardians), its family engagement policies.

- The district will make this policy available on its website and at the Title I schools for review. There will be a comment section at the end of the policy that will be taken into account when drafting/editing the yearly review of this policy.
- The policy will be discussed at the PTO/PTA/Title I meetings at the Title I schools, allowing parents/guardians to voice suggestions for the academic programs and the amount of family engagement at the school. Title I teachers, administrators and parents/guardians will discuss these suggestions and work to maintain and improve family engagement.

Below are examples of tools and activities that evaluators may use to document compliance with the family engagement guidelines:

- o Staff development calendar
- o Attendance sheets
- o PD Evaluations
- o District staff development in service point records
- o Study group agendas
- o Sample products and publications: e.g. PowerPoint of staff development
- o Interviews
- o Parent/Guardian Surveys

- o Use of materials
- o Training Materials
- o Attendance at trainings
- o Agendas
- o Teacher Surveys
- o Fliers/invites
- o Training videos
- o Software
- o Budget expenditures for family engagement
- o Other materials such as flyers, pictures of events, etc

**6. Stafford County Public Schools will** build the school's and parent/guardian's capacity for strong family engagement, in order to ensure effective engagement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement, through the following activities specifically described below:

- Title I, Part A schools, will provide assistance to parents/guardians, with the help of the District Central Office, as appropriate, in understanding topics such as the following:
  - State academic content standards
  - State student academic achievement standards
  - 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
  - Assist schools with maintaining an up-to-date website containing: content standards, federal achievement benchmarks, list of alternate assessments, etc.
  - Facilitate joint parent/school meetings to explain how a school becomes a Title I, Part A school ; discuss the requirements of Title I, Part A,
  - Reviewing how students are monitored in their progress and help parents/guardians understand the RTI (Response To Intervention) process.
- The school district will, with the assistance of its schools, provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, including "make and takes" and using technology, as appropriate, to foster family engagement.
- The school district will, with the assistance of its schools and parents/guardians, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents/guardians, as equal partners, in the importance of family engagement and participation. Other topics will include how to implement and coordinate parent programs and build ties between parents/guardians and schools.
- The school district, administrators and instructional leaders will seek literature and workshops on family engagement practices through conferences sponsored by VDOE and other creditable agencies.

- The Title I schools will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents/Guardians as Teachers Program, public preschool and other programs; and conduct other activities that encourage and support parents/guardians in more fully participating in the education of their children.
- The school district will help ensure that information related to the school and family programs, meetings and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request; and to the extent practicable, in a language the parents/guardians can understand. The school district, through its Coordinator of Interpreting Services, will work with building-level administration on the need for understandable and uniform formats for disseminating parent/guardian information, including alternative forms, upon request.

### **PART III: DISCRETIONARY DISTRICT WIDE FAMILY ENGAGEMENT GUIDELINES**

The district-wide family engagement guidelines may include discretionary activities that the school district, in consultation with its parents/guardians, chooses to undertake to build parents/guardians' capacity for engagement 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/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents/guardians 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 family engagement activities, to enable parents/guardians to participate in school-related meetings and training sessions;
- Training parents/guardians to enhance the engagement of other parents/guardians;
- Ensure that school meetings take place at a variety of times, in order to maximize family engagement and participation in their children's education;
- Adopting and implementing model approaches to improving family engagement;
- Providing other reasonable support for family engagement activities under section 1118 as parents/guardians may request.

# Parent/Guardian & Family Comments

*Please fill out the following form with any comments or suggestions and return to your child's school.*

To: Federal Programs Coordinator  
Stafford County Public Schools

From: \_\_\_\_\_ (Name) \_\_\_\_\_ (School Name)

RE: (Choose one):  
Title I general  
School Parent and Family Engagement Compact  
School Parent and Family Guidelines  
District Parent and Family Engagement Guidelines  
Title I Parent and Family Handbook  
Other: \_\_\_\_\_

Date: \_\_\_\_\_

Comments/Suggestions:

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## **Appendix 3:**

### ***Parent/Guardians' Right to Know Letter and Assessment Opt-out Option***

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#### **STAFFORD COUNTY PUBLIC SCHOOLS**

31 Stafford Avenue  
Stafford, Virginia 22554-7246  
Phone: 540-658-6000  
[www.staffordschools.net](http://www.staffordschools.net)

#### **Right to Request Information on Teacher Qualifications and Parent Engagement & Student participation and Opt Out of assessments As Required Under the *Every Student Succeeds Act of 2015*.**

##### **Parent/Guardian's Right to Know and Opt Out letter**

Parent/Guardian Right-to-Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

Dear Parent/Guardian,

##### **Part I**

On December 10, 2015, the *Every Student Succeeds Act* (ESSA) was signed into law. Section 1111(h)(6)(A) states that as a parent of a student in one of Stafford County's Title I schools, receiving Title I funds, you have the right to know the professional qualifications of the classroom teachers instructing your child. Federal law requires the school division to provide you this information in a timely manner, if you request it. Specifically, you have the **right to request** the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

##### **Part II**

In addition, federal law requires that the school shall provide the following:

- Parents/guardians should be provided the level of achievement of their children each year based on the results of state assessments.
- parents/guardians should be invited to an annual meeting to inform parents/guardians of their right to be involved in the planning of school improvement programs. In addition, a number of parent meetings should be scheduled to involve parents/guardians in decisions related to the education of their children.
- Include parents/guardians in an annual evaluation of the content and effectiveness of the family engagement policy in improving the academic quality, including identifying barriers to greater participation by parents/guardians.

- Parents/guardians should be involved in decisions that determine how federal funds for family engagement are used, including activities promoting family literacy and parenting skills.
- A school-parent compact should be developed that outlines how parents/guardians and the school share the responsibility for improved student academic achievement.

### **Part III**

In addition, we are required to notify you that our school's performance on state standardized tests is available for parents/guardians to review. The state **School Report Card can be found on our school's web page.**

### **Part IV- Opt-out**

Section 1112(e)(2) of the [Every Student Succeeds Act of 2015 \(ESSA\)](#) requires divisions that receive Title I, Part A, funds to notify parents/guardians of students attending Title I schools that the parents/guardians may request information regarding any state or division policy regarding student participation in required assessments.

- At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents/guardians of each student attending any school receiving funds under this part, that the parents/guardians may request, and the local educational agency will provide the parents/guardians, on request (and in a timely manner), information regarding any state or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the state or local educational agency, which shall include a policy, procedure or family right to opt the child out of such assessment, where applicable. The notice must be made available in any language as requested by a parent.

A revision on December 10, 2015, the *Every Student Succeeds Act of 2015* (ESSA) was signed into law. Section 1112(e)(2) of ESSA states that parents/guardians of students in Title I schools have a right to know about state or division policies regarding student participation in any assessments mandated by ESSA, including any policy, procedure, or family right to opt students out of such assessments. Please contact our office if you have any questions or require any information.

### **State Level Information**

All students enrolled in Virginia public schools are expected to take the applicable state tests. The *Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia* state:

"In kindergarten through eighth grade, where the administration of Virginia assessment program tests are required by the Board of Education, each student shall be expected to take the tests" and "each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction" ([8VAC20-131-30](#)).

The Virginia regulations provide for what is sometimes referred to as an "opt out policy" for students regarding the Virginia assessments. If parents/guardians refuse to have their student participate in one or more of the required Virginia assessments, they should be aware that their student's state assessment score report will reflect a score of "0" for any test that is refused.

Gregory Machi  
Principal

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## **Appendix 4:**

### *Notice of School's Title I Status*

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#### **STAFFORD COUNTY PUBLIC SCHOOLS**

31 Stafford Avenue  
Stafford, Virginia 22554-7246  
Phone: 540-658-6000  
[www.staffordschools.net](http://www.staffordschools.net)

Dear Parent or Guardian:

This letter is to notify you that your child's school has been named a Title I School for the year 2022-2023. Being named a Title I school allows our school to receive more resources and support to improve student achievement.

According to the U.S. Department of Education, the purpose of Title I Part A funding, of the Elementary and Secondary Education Act (ESEA), as amended (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

The basic principles of Title I state that schools with large concentrations of low-income students (35% or above) will receive supplemental funds to assist in meeting students' educational goals. Low-income students are determined by the number of students enrolled in the free and reduced lunch program. There are two types of Title I programs: targeted and schoolwide. All of the schools in Stafford County that are Title I, are operating as targeted schools for the 2022-2023 school year. A targeted school utilizes Title I funds to provide services to a select group of children (those identified as failing -or most at risk of failing) to meet the State's challenging content and student performance standards.

For more information on Title I go to <https://www2.ed.gov/programs/titleiparta/index.html>

#### **How are Title I Funds Used?**

Each School determines how to utilize Title I funds in accordance with federal/state guidelines. Title I funds can be used to improve curriculum, instructional activities, counseling, family engagement, and increase staff. The funding should assist schools in meeting the educational goals of all struggling students, in particular those of low-income households.

Any student who is struggling academically or who is at-risk might be served by Title I funds; this may also include migrant students, students with limited English proficiency, homeless students, students with disabilities, neglected students, delinquent students, at-risk students or any student in need. Students can be classified as at-risk for numerous reasons, which include: low academic performance, being held back a grade for one or more years, or being in a homeless situation. There are other criteria that may place students in an at-risk category as well.

## **What are Title I services?**

- They are in addition to regular classroom instruction
- They do NOT take the place of regular classroom instruction
- Title I services are “extra help”

## **How was my child selected for Title I services?**

Please refer to Appendix I for an overview of the criteria used. Please speak with your child’s teacher if you would like further clarification.

**NOTE:** Parents/Guardians have the right to opt-out of Title I services by contacting the school’s building administrator; however, students will not be eligible to receive Title I services again until the next semester (if opt-out takes place when school year starts) or next school year (if opt-out takes place after the first semester).

## **Our main priorities in Stafford County Public School Title I schools for this year is:**

- Engage families and the community in student learning and forming a true partnership between the families and the schools, with the aim of increasing student achievement.

## **What can you do to be involved and help your student learn?**

- Know how your child is doing in school by visiting the school’s website
- Volunteer at our school
- Join a school committee
- Volunteer in the classroom
- Attend parent-teacher conferences and school events. Call or send teachers an email if you have questions or a concern about your child’s learning.
- Send an email to your teacher and let them know how your child learns best and how to help her/him learn.
- Tell us what you need to help your child learn. Our school and community have many resources available to help families. Please speak to your school’s building level administrator for any further information

For more resources you may access VDOE’s family engagement page at <http://www.doe.virginia.gov/families/families/index.shtml>

Please let me know if you have any questions about your school’s efforts to improve or how parents/guardians can help support those efforts. You can learn more about how to become involved in your school by speaking to your child’s teacher or building level administrator.

Thank you for all you do to support your child’s learning at Stafford County Public Schools.

Sincerely,

Gregory Machi  
Principal

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## ***Appendix 5:***

### ***Title I Parent Advisory Council (PAC)***

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Stafford County Public Schools will take the following actions to involve parents/guardians in the joint development of its division wide family engagement plan under Section 1112 of ESEA:

- Each school will establish a Family Advisory Council (FAC) and one member of that council will serve on the Division Title I Advisory Council, which will meet once a year.
- Each school Family Advisory Council will meet at least twice a year.
- In order to increase attendance and participation of all parents/guardians, FACs may meet in conjunction with PTO meetings. Title I, family engagement, issues and concerns must be added to each PTO agenda. Each agenda must also provide time for public comment.
- Meeting agendas and minutes for the meetings will be available to parents/guardians.
- The Family Advisory Council meetings will be open to all families.
- There will be one district-wide meeting for all FAC members and principals during the 2nd semester. It will be coordinated by the Federal Program Coordinator.
- Some of the functions of the school-level Family Advisory Council are:
  - Serve as an advisory group to the school district.
  - Allow parents/guardians to review available data with school staff and to provide input to assist schools in modifying and updating School Improvement Plans.
  - Be involved in reviewing current parent programs
  - Be involved in developing new parent programs to increase Title I family engagement
  - Be involved in evaluating parent programs for effectiveness

**If you would like to help and make positive changes at your school, we encourage you to become a member of the Family Advisory Council, please speak with your teacher, ask your front office staff, or your school's building level administrator for more information.**

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## ***Appendix 6:***

### ***School Family Policy & Compact***

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The school will make available on the website copies of the Family Engagement Policy and Family Compact at the beginning of the school year and, to the extent possible, in a language the parents/guardians can understand. Hard copies will be available in the school's front office.

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## ***Appendix 7:***

### ***Invitation to Review District Family Engagement Plan***

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## **Shared Decision Making: An Invitation to Participate**

Dear Parent(s)/Guardian(s):

We believe that your involvement with your child's education is essential to their academic and future success. To honor our commitment to provide the best possible educational experience for your child, we invite you to work with us on our improvement efforts. We welcome you to review and give us your input regarding the District Family Engagement Plan, at any time.

You are welcome to send any feedback, comments or concerns to:

Angelique Reynolds-King  
Federal Programs Coordinator

reynoldskingad@staffordschools.net  
540-658-6516

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## **Appendix 8:**

### *Right to Request an Interpreter, Translated & Large Print Documents*

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The district's elementary schools, to the extent practicable, shall provide full opportunities for the participation of parents/guardians of children who are English Learners, parents/guardians of children with disabilities, and parents/guardians of migratory children, including providing information and school reports in a format and, to the extent appropriate, in a language that parents/guardians can understand.

Upon determining that a student/family's primary language is not English, the school staff will collaborate with support services including the EL Teacher, Special Educators, and Title I Teachers to provide opportunities for parents/guardians to participate in school activities, as well as to be informed in a language they can understand, ie. Provide translations, hire interpreters, etc.

From the U.S. Department of Education (USDOE)

"Whenever practicable, written translations of printed information must be provided to parents/guardians with limited English proficiency in a language they understand. However, if written translations are not practicable, it is practicable to provide information to limited English proficient parents/guardians orally in a language that they understand. SEAs [state education agencies] and LEAs [local education agencies] have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents/guardians with limited English proficiency. *[Title I, Part A Final Regulations, 67 Fed. Reg. 71749 – 50, Comments and Discussion on Section 200.36; available at ED's website at <http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>.]*

This requirement is consistent with Title VI of the Civil Rights Act of 1964 (Title VI), as amended. Under those regulations, recipients of federal financial assistance have a responsibility to ensure meaningful access to their programs and activities by persons with limited English proficiency. It is also consistent with ED policy under Title VI and Executive Order 13166 (Improving Access to Services for Persons with Limited English Proficiency). The Department of Justice's Guidance on Title VI and E.O. 13166, which provides clarification on how to determine an appropriate mix of language services, may be found in the Federal Register, 67 Fed. Reg. 41455-41472 (June 18, 2002), or online at <http://www.lep.gov>.

SEAs, LEAs, and schools must take the necessary steps to ensure that communications with parents/guardians who have disabilities are as effective as communications with other parents/guardians. Those steps include that SEAs, LEAs, and schools must furnish appropriate auxiliary aids and services when necessary to afford a parent/guardian an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the family engagement provisions.

SEAs, LEAs, and schools must provide an opportunity to parents/guardians with disabilities to request the auxiliary aids and services of their choice (such as sign language interpreters and large print or materials in Braille) to ensure meaningful participation in the different types of programs or activities carried out to implement the Part A provisions. The SEA, LEA, or school must give primary consideration to the expressed choice of a parent/guardian with disabilities by honoring that choice, unless the SEA, LEA, or school can demonstrate that another effective means of communication exists, or that use of the means chosen by the parent/guardian would result in a fundamental alteration in the service, program, or activity or in an undue

financial and administrative burden. [28 CFR Sections 35.104 and 35.160-164, and Appendix A to Part 35 of Title 28T of the Code of Federal Regulations implementing subtitle A of title II of the Americans with Disabilities Act of 1990)] “

***If you need or would like these documents explained to you or in a form or language that you can better understand, please contact your child’s school and we will make every effort to the extent appropriate to make them available to you in a different format/language.***

Whenever you have questions about your child’s education, even if you’re not sure who to ask, speak with someone at their school. The front office staff is your first line of information. They can often direct you to the right person or department, or provide you with the information you’re looking for. As you learn more about how schools work, you will be better able to navigate the system and help your child in their education.

**Title I Contact:**

Anne E. Moncure Elementary School

Principal: Gregory Machi

Phone: 540-658-6300

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## **Appendix 9:**

### *A Quick Guide to Who is Who in the School System*

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Besides your child's teacher, many other people are involved in your child's education. The more you know about what they do, the more you can help your child succeed.

TEACHERS	<ul style="list-style-type: none"><li>• Are the first people you should go to with a concern about your child.</li><li>• Talk to teachers about your child; the more they know the more they can help.</li></ul>
PRINCIPALS	<ul style="list-style-type: none"><li>• Are responsible for supervising the whole school and helping teachers and staff do a better job.</li><li>• Talk to the principal about issues that the teacher cannot resolve.</li></ul>
PARAPROFESSIONALS AND SCHOOL-RELATED PERSONNEL	<ul style="list-style-type: none"><li>• Provide various types of assistance and support within and outside of the classrooms; they work closely with a teacher.</li><li>• Other helpful school staff are office assistants, custodians, food service workers, bus drivers and resource officers</li></ul>
SCHOOL DISTRICT OFFICE	<ul style="list-style-type: none"><li>• Oversees all schools in a district and is run by a superintendent.</li><li>• Implements decisions made by the school board.</li><li>• Contact this office if you have issues that the school cannot resolve.</li></ul>
SCHOOL BOARD	<ul style="list-style-type: none"><li>• Decides how the local school district will operate and is run by elected school board members.</li><li>• Makes decisions about facilities, money for schools, staff, programs, etc.</li><li>• Contact the school board if you have issues that the school or school district office cannot resolve.</li></ul>
STATE DEPARTMENT OF EDUCATION	<ul style="list-style-type: none"><li>• Supervises all school districts and is run by a state superintendent.</li><li>• Implements state-level decisions such as standards, funding, policies, etc.</li><li>• Contact the State Department of Education if you have issues that cannot be resolved locally.</li></ul>

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## Appendix 10: Input Form

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*Please fill out the following form with any comments or suggestions and return to your child's school.*

To: Federal Programs Coordinator  
Stafford County Public Schools

From: \_\_\_\_\_ (Name) \_\_\_\_\_ (School Name)

RE: (Choose one):

Title I general

School Parent and Family Engagement Compact

School Parent and Family Guidelines

District Parent and Family Engagement Guidelines

Title I Parent and Family Handbook

Other: \_\_\_\_\_

Date: \_\_\_\_\_

Comments/Suggestions:

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# References

Colquitt County Schools, Georgia. (2016). Title I Family Engagement Handbook. Retrieved from <http://colquitt2.schooldesk.net/Departments/Federal-Programs>

Vermillion School District, South Dakota. (2016). Title I Family Handbook. Retrieved from <https://www.vermillion.k12.sd.us/domain/170>

Websites consulted:

[http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml)

<https://www.ed.gov/parent-and-family-engagement>