

DISTRICT TITLE I PARENT AND FAMILY ENGAGEMENT

Pursuant to federal law, the district and the parents of students participating in Title I district programs have jointly developed the following parent and family engagement policy to establish the district's expectations and objectives for meaningful parent and family engagement. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

Engagement with Title I planning

The district shall hold an annual meeting for parents and families of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent and family engagement activities shall be used, and invite suggestions for improvement.

District support for parent and family engagement

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for effective parent and family engagement activities to improve student academic achievement and school performance.

This coordination, assistance and support shall include:

- Family and community engagement as one of the priorities in the Fountain-Fort Carson Strategic Plan.
- Providing technical support to leadership teams in Title I schools as they develop and evaluate the family and community plan as a part of their annual school improvement process.
- Reviewing and monitoring the implementation of each Title I school's family and community engagement plan during regularly scheduled site visits.
- Creating partnerships with various community agencies so schools can inform parents of available services and resources.
- Providing an annual allocation from Title I funds to support parent and family engagement activities at each Title I school.
- Supporting Title I schools in their efforts to eliminate language barriers as they communicate with families.
- Designating a District Parent and Family Engagement Coordinator

- Creating a District Parent Advisory Council to provide advice on all matters related to parent and family engagement in programs supported by Title I funds
- Engaging in activities and strategies to promote student achievement and learning at home, such as positive phone calls home and weekly data sharing folders
- Supporting programs that reach parents and family members at home, in the community and at school
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members

Coordination of parent and family engagement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant federal, state, and local laws and programs (including public preschools), and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their students. The district shall convene an annual meeting of staff involved in these programs to ensure coordination of effort in parent involvement activities. Notices and written communication about these programs will be distributed so parents and families are informed of opportunities and options available to them and their children.

Student learning

The district shall coordinate and integrate Title I parent and family engagement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying challenges to greater participation by parents and families in activities authorized by law, particularly by parents and family members who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

Each Title I school, through the process of developing and evaluating their family and community plan annually, will identify any barriers to meaningful participation of parents and families. These barriers will be addressed through the school improvement plan for each Title I school. The district shall provide to parents and families, as appropriate, information to help them understand the state's academic content and achievement standards, state and district academic assessments, the requirements of

Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents and families work with students to improve student achievement.

This will be accomplished through the following recommended practices:

- Providing support to schools through the Department of Learning Services for conducting training for parents and families to learn about standards, assessments, and improving student achievement.
- Explaining and communicating to parents and families in language that is friendly and understandable.
- Using technology to enhance parent and family access to information.
- Providing brochures and information on ways parents and families can support their child's literacy and mathematical achievement.

School-based parent and family engagement activities

Each Title I school shall encourage parents and families to become involved in activities of the school by:

- Ensuring that communication between home and school is regular, two-way, and understandable.
- Scheduling parent and family functions at different times of the day and different days of the week.
- Welcoming parents and families in the school while providing assistance as needed.
- Encouraging and supporting parents and families in their important role of assisting student learning.
- Providing parents and families with information about services, activities and opportunities offered at the school for them and their children.

Method of communicating with parents and families

All information related to school and parent programs, meetings and other activities shall be sent to parents and family members in a format and, to the extent practicable, in a language the parents and family members can understand.

Annual evaluation

The district shall conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance. The evaluation shall address the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school

and family interactions. The evaluation shall specifically address challenges to greater participation by parents and family members in activities authorized by law, particularly by parents and family members who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The district shall use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, this policy. The district shall provide such other reasonable support for parent and family engagement activities as parents may request.

Development of school-level Title I parent and family engagement policy

Each school receiving Title I funds shall jointly develop with, agree on, and distribute to parents and family members of students participating in the Title I program (hereafter referred to as “parents”) a written School-Level Title I Parent and Family Engagement Policy establishing the district’s expectations and objectives for meaningful parent and family engagement in accordance with the requirements of federal law. The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

Adopted: November 12, 2003

Revised: October 26, 2011

Revised: December 4, 2015

LEGAL REFS.: 20 U.S.C. 6301 et seq. (Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act)

Title I, Part A, Section 1115 ((b)(2)(E) (Targeted Assistance Program must Include parent involvement strategies)

Title I, Part A, Section 1116 (a) (parent and family engagement policy)

Title II, Part A, Section (a) (3)(B)(IV) (preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions)

Title I, Part A, Section 1112 (a) (parent role in the development of district Title I plan)

Title I, Part A, Section 1112 (e) (information for parents concerning teacher qualifications, assessments and language instruction)

Title I, Part C, Section 1304 (c)(3) (parent involvement in projects and programs for the education of migratory children)

Title I, Part A, Section 1114 (b)(2) (eligible school that desires to operate a schoolwide program must develop a comprehensive plan with involvement of parents and other community members)

C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)

CROSS REFS.: AE, Accountability/Commitment to Accomplishments ILBA, District Program Assessment ILBB, State Program Assessments

Fountain-Fort Carson School District #8, Fountain, Colorado