



## **Parent and Family Engagement**

Programs, activities, and procedures for the engagement of parents and families must be implemented. Parent and family engagement shall include the participation of parents and families in ongoing and meaningful communication about student academic learning and other school activities, ensuring parents and families:

1. play an integral role in assisting their child's learning;
2. become actively involved in their child's education; and,
3. become 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.

### **District Parent and Family Engagement Policy**

Each district must have a written parent and family engagement policy jointly developed with, agreed with, and distributed to parents or guardians and family members of participating students.

### **School Parent and Family Engagement Policy**

In addition to the LEA's Parent and Family engagement policy, each Title I.A school must jointly develop with parents of participating children a written parent and family engagement policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a parent and family engagement policy, that policy may be amended to meet the federal policy requirements.

The written policy must address all of the following requirements.

#### **Policy Involvement**

Each school shall:

1. convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I.A, and to explain the requirements of Title I.A, and the rights of the parents to be involved;
2. offer a flexible number of meetings, such as meetings in the morning or evening and may provide, with Title I.A funds transportation, childcare, or home visits as such services relate to parental involvement;
3. involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I.A, including the school parent involvement policy and the joint development of the schoolwide program plan;
4. provide parents of participating children:
  - a. timely information about Title I.A programs,
  - b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the MAP assessment,
  - c. opportunities, as appropriate, to participate in decisions relating to the education of their children,

- d. responses to suggestions in a timely manner; and,
5. if requested by parents:
    - a. provide opportunities for regular meetings to formulate suggestions, and
    - b. include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the LEA.

### **Shared Responsibilities for High Student Academic Achievement ([School Parent Compact](#))**

As a component of the school-level Title I.A parent and family engagement policy, each school participating in Title I.A must jointly develop with parents of participating children a school- parent compact. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the MLS.

The school-parent compact must:

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the MLS, and the way in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time; and
2. address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
  - b. frequent reports to parents on their child's progress;
  - c. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and,
  - d. ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language the family members can understand.

### **Building Capacity for Involvement (INVOLVEMENT ACTIVITY GUIDELINES)**

To ensure effective involvement of parents and to support a partnership with the Title I.A school, parents, and the community to improve student academic achievement, each LEA and participating school **must**:

1. provide assistance to parents of children served by the school or LEA with such topics as: understanding the MLS, the MAP test and local assessments, understanding how to monitor a child's progress and knowing how to work with teachers to improve the performance of their child;
2. provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate to foster parental involvement;
3. educate, with parental assistance, all school personnel in valuing parent contributions; how to reach out to, communicate with and work with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school;
4. coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their child;
5. ensure information related to school and parent programs, meetings, and other activities is sent to the parents of Title I.A children in a format and to the extent practicable, in a language parents can understand; and,

6. provide other reasonable support, for parental involvement activities as parents may request

The LEA and participating school **may**:

1. involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
2. provide necessary literacy training with Title I.A funds if the local educational agency has exhausted all other reasonably available sources of funding for such training;
3. pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. train parents to enhance the involvement of other parents;
5. arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
6. adopt and implement model approaches to improving parental involvement;
7. establish an LEA-wide Parent Advisory Council (PAC) to provide advice on all matters related to parental involvement in Title I.A programs; and,
8. develop appropriate roles for community-based organizations and businesses in parent involvement activities.

### **Accessibility**

To the extent practical, LEA's and schools must provide opportunities for the informed participation of parents and family members, (including parents and family members of English Learners (ELs), parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports in a format and, to the extent practicable, in a language parents can understand.

### **Monitoring Requirements**

All Title I activities, particularly parent involvement activities, **MUST** be documented thoroughly. The following are required for every event:

- Flyer Announcing Event - Must include:
  - Title/Purpose
  - Date/Time
- Sign-in Sheet from the Event - Must include -
  - Title/Purpose
  - Date/Time
  - Parent Name & Signature
- Agenda, description of activity, PowerPoint presentation, handouts, etc.
  - Demonstrates purpose as described earlier in this document
  - **Minutes of the Meeting**
- Evaluation of the Event (i.e., Survey)
  - Title Purpose
  - Date
  - Questions that measure effectiveness and engagement

- Results must be aggregated and reviewed at the Annual Evaluation Meeting with stakeholders