

The Board recognizes that parent and family engagement is vital for students participating in Title I, Part A programs to achieve academic standards.

**District-Wide Parent and Family Engagement**

The district will do the following to promote parent/guardian and family engagement for student success:

- A. The district will involve parents/guardians and family members in developing the district's Title I, Part A plan.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent/guardian and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents/guardians and family members, an annual evaluation to the content and effectiveness of this policy in improving the academic quality of all Title I, Part A schools. At that meeting, the following will be identified:
  - i. Barriers to greater participation by parents in Title I, Part A activities;
  - ii. The needs of parents/guardians and family members to assist with the learning of their student, including engaging with school personnel and teachers; and
  - iii. Strategies to support successful school and family/guardian interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental/guardian involvement and to revise this policy as necessary.

The district will facilitate removing barriers to parental/guardian involvement by doing the following:

- A. The district will involve parents/guardians of Title I, Part A students in decisions about how the Title I, Part A funds reserved for parent/guardian and family engagement are spent. The district must use Title I, Part A funds reserved for parent/guardian and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
- B. The district and each of the schools within the district providing Title I, Part A services will do the following to support a partnership among schools, parents/guardians, and the community to improve student academic achievement:
- C. Provide assistance to parents of Title I, Part A students, as appropriate, in understanding the following topics:
  - i. Washington's academic standards;
  - ii. State and local academic assessments, including alternate assessments;
  - iii. The requirements of Title I, Part A;
  - iv. How to monitor student progress; and
  - v. How to work with educators to improve the achievement of students.

- D. Provide materials and training to help parents/guardians work with students to improve academic achievement, such as literacy training and using technology, as appropriate, to foster parental/guardian involvement.
- E. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians and how to do the following:
  - i. Reach out, communicate with, and work with parents/guardians as equal partners;
  - ii. Implement and coordinate parent/guardian programs; and
  - iii. Build ties between parents/guardians and the school.
- F. Coordinate and integrate parent/guardian and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
  - i. Head Start;
  - ii. Learning Assistance Program;
  - iii. Special Education; and
  - iv. State-operated preschool programs.
- G. Ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parents/guardians of participating students. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand.

### **School-Based Parent/Guardian and Family Engagement Policies**

Each school offering Title I, Part A services will have a separate parent/guardian and family engagement policy, which will be developed with parents/guardians and family members of Title I, Part A students. Parents/guardians and family members will receive notice of their school's parent/guardian and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language they can understand.

Each school-based policy will describe how each school will do the following:

1. Convene an annual meeting at a convenient time, to which all parents/guardians of Title I, Part A students will be invited and encouraged to attend, to inform parents/guardians of their schools' participation under Title I, Part A, to explain the requirements of Title I, Part A, and to explain the rights that they have under Title I, Part A;
2. Involve parents/guardians, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I, Part A programs; and

3. Provide parents of Title I, Part A students the following:

1. Timely information about Title I, Part A programs;
2. 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 state academic standards; and
3. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their student(s), and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent/guardian compact that outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help students achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I, Part A students to meet Washington's academic standards and describe the ways in which each parent/guardian will be responsible for supporting their student's learning, volunteering in their student's classroom, and participating, as appropriate, in decisions relating to the education of their student(s), including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents/guardians on an ongoing basis through the following:
  1. Annual parent/guardian-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual student's achievements;
  2. Frequent reports to parents on their student's progress;
  3. Reasonable access to staff, opportunities to volunteer and participate in their student's class, and observation of classroom activities; and
  4. Ensuring regular two-way, meaningful communication between family members/guardians and school staff, and, to the extent practicable, in a language that they can understand.

Legal References:

Every Student Succeeds Act (ESSA)  
20 USC 6312 Local educational agency plans  
20 USC 6318 Parent and family engagement

Adopted: February 6, 2006 North Thurston Public Schools Board of Directors

Amended: October 20, 2009 North Thurston Public Schools Board of Directors  
May 22, 2012 NTPS Board of Directors  
April 22, 2025 NTPS Board of Directors