

Education Programs

Development of Parent and Family Engagement Policies for Title I Programs

I. Purpose

This policy encourages and facilitates involvement by parents and guardians of students participating in Title I in the educational programs and student experiences. The policy provides the framework for organized, systematic, ongoing, informed, and timely parent/guardian engagement in relation to decisions about the Title I services within the school district. The engagement of parents and guardians by the district will be directed toward public or private school children whose parents/guardians are district residents or parents/guardians whose children attend school within the boundaries of the district.

II. General Statement of Policy

- A. It is the policy of the school district to plan and implement, with meaningful consultation with parents and guardians of participating children, programs, activities, and procedures for the engagement of those parents and guardians in its Title I programs.
- B. It is the policy of the district to fully comply with federal law which requires the district to develop jointly with, agree upon with, and distribute to parents and guardians of children participating in Title I programs written parent/guardian engagement policies.

III. Development of District Level Policy

The administration will develop jointly with, agree upon with, and distribute to, parents and guardians of participating children a written parent/guardian engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parent/guardian engagement and describe how the district will:

- A. Involve parents and guardians in the joint development of the district's Title I plan and the process of school review and improvement;
- B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/guardian engagement activities to improve student academic achievement and school performance;

- C. Build the schools' and parents'/guardians' capacity for strong parent/guardian engagement;
- D. Coordinate and integrate parent/guardian engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- E. Conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent/guardian engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents and guardians, and, particularly, with parents and guardians who are economically disadvantaged, disabled, have limited literacy, limited English proficiency, or who are of a racial or ethnic minority;
- F. Use the findings of such evaluations to design strategies for more effective parent/guardian engagement and to revise, if necessary, the district-level and school-level parent/guardian engagement policies; and
- G. Involve parents and guardians in the activities of the schools.

IV. Development of School Level Procedures

The administration of each Title One school will develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents/guardians of participating children a written parent/guardian engagement procedure, agreed upon by such parents/guardians, that will describe the means for carrying out the federal requirements of parent/guardian engagement.

- A. The procedures will describe the means by which each school with a Title I program will:
 1. Convene an annual meeting, at a convenient time, to which all parents/guardian of participating children will be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I programs, and to explain to parents/guardians of participating children the program, its requirements, and their right to be involved;
 2. Offer a flexible number of meetings, transportation, child care, or home visits, as such services relate to parent/guardian engagement;
 3. Involve parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent/guardian engagement programs, including the school parent/guardian engagement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents/guardians in the planning and design of its programs that would adequately involve parents/guardians of participating children;

4. Provide parents/guardians of participating children with: timely information about Title I programs; if requested by parents/guardians, opportunities for regular meetings to formulate suggestions, share experiences with other parents/guardians and to participate, as appropriate, in decisions relating to their child's education; and to respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents/guardians of participating children, submit any parent's or guardian's comments on the plan when it is submitted to the school district.
- B. As a component of this procedure, each school will jointly develop with parents/guardians a school/parent/guardian compact which outlines how parents/guardians, 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 children achieve the state's high standards. The compact will:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent/guardian will be responsible for supporting their child's learning by monitoring school attendance and homework completion, monitoring television watching, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to their child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents/guardians on an on-going basis through the use of:
 - a. Annual parent/guardian-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents/guardians; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and community to improve student academic achievement, the procedure will describe how each school

and the district will:

1. Provide assistance to participating parents/guardians in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents/guardians in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parent/guardians engagement;
 3. Educate school 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 school;
 4. Coordinate and integrate parent/guardian engagement programs and activities with local public preschool programs and other intervention programs;
 5. Ensure, to the extent practicable, that information about school and parent/guardian meetings, programs, and activities is sent home in a format and in a language the parents/guardians can understand; and
 6. Provide such other reasonable support for parent/guardian engagement activities as requested by parents/guardians.
- D. The policy will also describe the process to be taken if the district and school choose to:
1. Involve parents/guardians in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parent/guardian engagement activities, including transportation and child care costs, to enable parents/guardians to participate in meetings and training sessions;
 4. Train and support parents/guardians to enhance the involvement of other parents/guardians;
 5. Arrange meetings at a variety of times or have in-home conferences between teachers or other educators, who work directly with participating

children, and parents/guardians who are unable to attend such conferences at school in order to maximize parent/guardian opportunities for engagement and participation in school-related activities;

6. Adopt and implement model approaches to improving parent/guardian engagement;
 7. Develop appropriate roles for community-based organizations and business in parent/guardian engagement activities; and
 8. Establish a districtwide parent/guardian advisory council to provide advice on all matters related to parent/guardian engagement in Title I programs.
- E. To carry out the requirements of parent/guardian engagement, the district and schools will provide full opportunities for the participation of parents/guardians with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents/guardians.
- F. The district and each school will assist parents/guardians and parent organizations by informing such parents/guardians and parent organizations of the existence and purpose of such centers.

The policies will be updated periodically to meet the changing needs of parents/guardians and the school.

Legal Reference:
20 U.S.C. § 6318 (Parent and Family Engagement)

Policy
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Edina, Minnesota