understand format and, to the extent feasible, is provided in all the major languages represented in the community.

H. Provide support based on reasonable parent, guardian, and family requests.

I. Conduct an annual Plan Evaluation Meeting, preferably in the spring, with parents, guardians, family members, staff, and administrators at each Title I School. In this meeting the overall Parent, Guardian, and Family Engagement Plan should be discussed, including but not limited to the following issues:
   1. the implementation of the Parent, Guardian, and Family Engagement Plan;
   2. effectiveness of the school's and district's parental, guardian, and family engagement practices and policies; and
   3. how the Title I monies are used for parental, guardian, and family engagement.

J. Suggestions shall be invited, and any feedback shall be forwarded to the Executive Director of the Title I Department.

K. Direct that each Title I school develop jointly with parents a Parent, Guardian, and Family/School Compact which shall:
   1. describe the school's responsibility to provide high quality curriculum and instruction in a supportive environment;
   2. describe ways in which parents, guardians, and family members will be responsible for supporting their children's learning such as monitoring attendance, homework completion, television watching, volunteering in their child's school, positive use of extracurricular time and supporting positive behavior and character traits that improve student success;
   3. address the importance of ongoing communication between teachers and parents, guardians, and family members through: parent-teacher conferences, frequent reports to parents on their children's progress, the provision of reasonable access to staff, and opportunities to volunteer and participate in their child's class.

L. Direct that each Title I school develop a means of regular communication with parents, guardians, and families. Through this communication, the school should make reasonable efforts to ensure that parents, guardians, and families are aware of opportunities for engagement in the schools' activities, including the ability to be a part of each school's improvement team and involved in the process of school review and improvement.

M. Direct each Title I school to reach out to parents, guardians, and the family at home, in the

POLICY Parent and Family Engagement at Title I Schools	CMS/NEPN Code: S-PENG

community and at school to implement each of the following parent, guardian, and family engagement activities as well as a variety of other activities

1. holding annual meetings to inform parents, guardians, and families about the Title I program and its requirements;
2. offering a flexible number of meetings and opportunities for regular meetings if requested;
3. providing information about the curriculum, academic assessments used, and academic performance levels students must meet;
4. offering training opportunities;
5. coordinating with other programs;
6. offering accessibility and opportunities for engagement for parents, guardians, and family members who are English learners; have disabilities or who are migrant;
7. evaluating parent, guardian, and family engagement programs;
8. providing opportunities for parents, guardians, and family members to volunteer; participate in and observe classroom activities; and
9. implementing the Parent, Guardians, and Family/School Compact; and development of school-level procedures.

Date of Adoption: 4/20/04
Revised: 7/26/16, 6/14/22
Legal Reference: 20 U.S.C. §6301 et seq.
Previous CMS Policy Code: KBC

POLICY Parent and Family Engagement at Title I Schools	CMS/NEPN Code: S-PENG

A. Engage parents, guardians, and families of students who receive Title I services in the development of the Title I Plan[4] (hereinafter referred to as the "Plan") through the PTA, PTO, and/or other parent leadership group/School Improvement Team and provide the parents, guardians, family with opportunities to review the Plan. This Plan may be a component of the School Improvement Plan, which is also jointly developed by stakeholders, including parents and the school staff. After joint development, if the Plan is still not satisfactory to parents, guardians, and families of children participating in Title I programs, the district will submit any parental comments to the North Carolina State Department of Public Instruction along with its Plan.

B. Assist schools in building capacity for parental engagement and increase academic achievement and school performance by providing coordination, technical assistance, and other support from departments, such as Community Partnerships and Family Engagement, the CMS Title I Department and the Learning and Teaching Department, or another designated department.

C. Work with all school personnel to promote an understanding of the value of home/school partnerships and how to build effective partnerships with parents, guardians and families.

D. Build parent, guardian, and family capacity for engagement and leadership by providing materials, activities, and training to parents, guardians, and families to help them effectively support their children's education at home and at school.

E. Help parents, guardians, and families understand state and local academic curriculum and requirements, and student achievement standards and expectations through a variety of means including school and community-based meetings, posting information on district and school websites and sending information to parents.

F. As is feasible and appropriate, coordinate and integrate parental engagement programs and activities with other programs of the district, including but not limited to preschool programs.

G. Ensure that all communication to parents, guardians, and families is in an easy-to-

[4] Throughout this policy, "Title I Plan" refers to the provisions of this policy, which constitutes the district's Title I Parent and Family Engagement Plan.