COMMUNITY RELATIONS

Title I Parent and Family Engagement—Implementation Procedures

The district will support effective parent and family engagement and strengthen student academic achievement through actions that support each element of the federal requirements in ESEA Section 1116 (A-F) and if applicable, Section 1116 (c)(d)(e)(f), as listed, and described below.

A. **Jointly Developed and Parent Input.** Parents and families will have meaningful opportunities to jointly develop and provide input for the Title I, Part A program and policy. The district will involve parents and family members in:

   a. The development of the parent and family engagement procedures, including through establishing a Parent Advisory Council (PAC). An annual meeting will be held to inform parents about the goals and purpose of the Title I program. Parents will have opportunities to contribute to the development, implementation, and evaluation of the school's Title I program through surveys and feedback forms. They will also be encouraged to take part in the planning of activities that best support their students' academic needs.

   b. The Consolidated Grant Application (CGA) Title I, Part A, by ensuring through ongoing opportunities such as surveys, meetings, and feedback forums, families are invited to provide input on program priorities, services, and supports. Parent and family feedback is actively used to guide decision-making and inform the district's Consolidated Grant Application. This collaborative process ensures that Title I programs reflect the needs, perspectives, and priorities of the community, and supports continuous improvement of services for students.

   c. Developing School Improvement Plans (SIP), including when combined with a Schoolwide Plan (SWP) or Targeted Assistance Protocols (TAP) by providing multiple opportunities for meaningful participation through parent meetings, advisory committees, and school-based leadership teams. Parents are invited to review student achievement data, identify priority needs, and provide input on proposed goals, strategies, and use of Title I resources. Feedback is gathered through surveys, forums, and direct participation in planning meetings. When needed, interpretation and translation services are provided to ensure equitable access for all families. Parent input is considered in the final development and approval of the SIP/SWP, ensuring that plans reflect the needs and perspectives of the school community and support improved outcomes for all students.

B. **Technical Assistance.** The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating Title I schools in

the planning and implementation of effective parent and family engagement activities to improve student achievement and school performance.

C. **Integration.** The district coordinates and integrates parent and family engagement strategies across federal, state, and local programs to ensure a cohesive and effective approach to supporting students and families. This includes alignment with programs such as Title I, Part A; Title III; the Learning Assistance Program (LAP); Special Education; and state-funded early learning initiatives.

   District and school staff collaborate across departments to streamline communication, share resources, and implement consistent engagement practices. Family engagement activities—such as workshops, family nights, and advisory meetings—are designed to address multiple program goals and reduce duplication of efforts.

   The district also ensures that parent engagement strategies are inclusive and accessible by providing translation and interpretation services, coordinating outreach efforts, and leveraging community partnerships. Input gathered from families across programs is used to inform planning, improve services, and guide decision-making at both the school and district levels.

   This integrated approach maximizes resources, strengthens partnerships with families, and supports improved academic outcomes for all students.

D. **Annual Evaluation**. The district, in partnership with parents and family members, will conduct an annual evaluation of the content and effectiveness of the schools' parent and family engagement policy in improving the academic quality of all Title I, Part A schools. Families will be meaningfully involved through surveys, meetings, and feedback opportunities to assess the impact of current practices. The district will work to remove barriers to participation by coordinating joint parent meetings across programs, offering meetings at varied times (including evenings), and utilizing Title I funds to support family participation.

   The district will provide parents with information and training to support student success, including understanding state academic standards, state and district assessments, and how to monitor student progress and collaborate with educators. Additionally, parents will receive guidance and resources to help improve their children's academic achievement at home. Findings from the annual evaluation will be used to identify strengths, address barriers, and guide the development of evidence-based strategies to strengthen parent and family engagement and improve student outcomes across all schools served.

E. **Federal Requirements.** The district will support effective parent and family engagement and strengthen student academic achievement through actions that support each element of the federal requirements as listed and described below.

a. **Communications**. The school will ensure that the parent and family engagement policy is shared with families in a clear, understandable, and parent-friendly format, including in languages families can understand. Parents will receive timely information about Title I, Part A programs, services, and opportunities for involvement. To promote meaningful participation, the school will offer a flexible number of meetings at various times and, when possible, provide supports such as transportation, childcare, and home visits to reduce barriers and increase family engagement.

b. **Annual Title I A Meeting.** The school will convene an annual meeting at a convenient time to which all parents and families of Title I students are invited and encouraged to attend. During this meeting, the school will inform parents about the requirements of Title I, explain the school's participation in the program, and outline parents' rights to be involved in supporting their child's education. The meeting will also provide opportunities for parents to ask questions, offer input, and engage with school staff.

c. **School-Parent Compact.** Schools will collaboratively develop a school-parent compact that outlines how parents, school staff, and students share responsibility for improving academic achievement. Parents will have opportunities to review and discuss the compact in relation to their child's individual progress.

   Schools will provide reports to parents on their child's progress, provide parents opportunities to volunteer and participate in their child's class and observation of classroom activities, and ensure two-way communication in a language family members can understand.

d. **Building Capacity.** The school will build parent capacity for strong engagement by providing ongoing opportunities for families to participate in workshops, trainings, and school activities that strengthen their ability to support student learning. These opportunities will be accessible, culturally responsive, and offered in languages families can understand.

   The school will support parents in understanding the State's academic content and achievement standards, as well as state, local, and alternate assessments, how to monitor their child's academic progress, including how to interpret assessment results and report cards. The school will also provide strategies and tools to help parents effectively collaborate with educators and support learning at home.