

Title I Local Education Agency (LEA) Parent and Family Engagement Policy

All Local Education Agencies (LEA) receiving Title I funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy for the LEA.

ESSA states that the LEA Parent and Family Engagement Policy must be jointly developed with parents and family members, incorporated into the LEA plan (Consolidated Application), and distributed to parents of participating children in a format and language that parents can understand. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

The policy must be:

- developed jointly with and agreed upon by parents and family members of Title I children;
- written in an understandable format and provided in a language parents can understand;
- distributed to all parents and family members of Title I children;
- made available to the local community; and
- updated annually to meet the changing needs of parents, family members, and the school.

The policy states how the LEA involves parents and family members in the joint development of the Title I Plan (Title I Application) (*ESSA, Section 1116(a)(2)(A)*).

The policy states how the LEA involves parents and family members in the process of school review and improvement (*ESSA, Section 1116(a)(2)(A)*).

The policy states how the LEA provides technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance (*ESSA, Section 1116(a)(2)(B)*).

The policy states how the LEA will coordinate and integrate parent and family engagement strategies with other federal, state, and local laws and programs (*ESSA, Section 1116(a)(2)(C)*).

The policy states how the LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy in improving the academic quality of all schools, including identifying:

- barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. (*ESSA, Section 1116(a)(2)(D)(i-iii)*).

The policy states how the LEA will use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family involvement, and revise, if necessary, the Parent and Family Engagement Policy (*ESSA, Section 1116(a)(2)(E)*).



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The policy states how the LEA involves parents and family members in the activities of the school, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members to adequately represent the needs to the population; revising; and reviewing the Parent and Family Engagement Policy (ESSA, *Section 1116(a)(2)(F)*).

Title I School

Parent and Family Engagement Policy

The Title I School Parent and Family Engagement Policy The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- developed jointly with and agreed upon by parents and family members of Title I children;
 - written in an understandable format and provided in a language parents can understand;
 - distributed to all parents and family members of Title I children;
 - made available to the local community; and
 - updated annually to meet the changing needs of parents, family members, and the school.
1. The policy describes how parents and family members will be involved in the planning, review, and improvement of the school's Parent and Family Engagement Policy (ESSA, Section 1116(b)(1)).

AGCS will take the following actions to involve parents/families in the joint development, review, and improvement of the AGCS Parent/Family Engagement Policy through participation in:

- ☐ Annual Title I Meetings (in-person & virtual)
- ☐ Electronic Feedback (seek input via Google Form on PFE Policy). Sent yearly to all families and made available on the AGCS website with an option for feedback.
- ☐ Parent Surveys & Questionnaires
- ☐ School-Family Compact
- ☐ Strategic Planning/Comprehensive Plan Committee Meetings

2. The policy states that the school will convene an annual meeting, at a convenient time;
- which all parents and family members of participating children shall be invited and encouraged to attend;
 - to inform parents of their schools' participation as a Title I school; and
 - to explain the requirements and the rights for parents to be involved (ESSA, Section 1116(c)(1)).

AGCS will take the following actions to convene an annual meeting, at a convenient time by:

- ☐ Offer in-person and virtual sessions
- ☐ Offer day and evening sessions

- ☐ Support families who may be limited with transportation to find alternative means of attending
- 3. The policy states that the school will offer a flexible number of meetings, in the morning and/or the evening (ESSA, Section 1116(c)(2)).

AGCS will take the following actions to offer a flexible number of meetings by:

- ☐ Offer in-person and virtual sessions
 - ☐ Offer day and evening sessions
 - ☐ Support families who may be limited with transportation to find alternative means of attending
4. The policy states that the school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program (ESSA, Section 1116(c)(3)).

AGCS will involve parents, in an organized, ongoing, and timely way, in the planning, review and improvement of the Title I program by:

- ☐ Communicate the date/time of the annual meeting at least three weeks ahead of the scheduled date
 - ☐ Share all relevant information and documents ahead of the annual meeting to allow time for families to review
 - ☐ Provide feedback options for families who are not able to attend
 - ☐ Meetings will be kept to no more than 90 minutes and follow a planned agenda
5. The policy describes how the school will provide parents of participating children with timely information about the Title I program (ESSA, Section 1116(c)(4)(A)).

Families will receive timely information about the Title I program:

- ☐ Title I Notification Letter
 - ☐ Annual Title I Meetings (day/evening and virtual/in-person)
 - ☐ Correspondence between home and school (email, phone, flyers, etc)
 - ☐ Progress Reports at the end of each grading period
 - ☐ AGCS Website
 - ☐ Comprehensive/Strategic Planning Committee Meetings
6. The policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging state academic standards (ESSA, Section 1116(c)(4)(B)).

AGCS will provide families with a description and explanation of the curriculum by:

- ☐ Posting on the AGCS website
 - ☐ Presentations at Back to School Nights
 - ☐ Review at the Annual Title I meeting
 - ☐ Electronic communication throughout the year from principals, directors, and/or teachers regarding new curriculum
 - ☐ Providing families with benchmark data three times a year for their individual children
7. The policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA, Section 1116(c)(4)(C)).

AGCS will provide families, if requested, opportunities for regular meetings by:

- ☐ Offering parent teacher conferences two times per year
8. The policy states how the school will involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA (ESSA, Section 1116(5)).

AGCS will involve parents and families in the joint development of the Schoolwide Program by:

- ☐ Comprehensive/Strategic Planning Committees
 - ☐ Annual Title I Parent Meetings
9. The policy states that a school-parent compact will be jointly developed with parents and family members. The compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the state's high standards. The compact shall:
- 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 challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1));
 - address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - 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;
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; 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 (ESSA, Section 1116(d)(2)(A-D)).

AGCS will involve parents and families in the joint development of the School-Parent Compact by:

- ☐ Comprehensive/Strategic Planning Committees
- ☐ Annual Title I Meetings (in-person & virtual)
- ☐ Electronic Feedback (seek input via Google Form on PFE Policy). Sent yearly to all families and made available on the AGCS website with an option for feedback.

10. The policy states how the school will provide assistance to parents and family members in understanding the challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children (ESSA, Section 1116(6)(e)(1)).

AGCS will provide assistance to parents and families in understanding the challenging state and academic standards and assessments by:

- ☐ Posting standards and assessment information on the AGCS website
- ☐ Communicate electronically to families, prior to assessment administration, the purpose
- ☐ Annual Title I Meetings

11. The policy states how the school will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, including education about the harms of copyright piracy, as appropriate, to foster parent involvement (ESSA, Section 1116(6)(e)(1)).

AGCS will provide the following necessary materials and training to help parents to work with their children and improve their achievement:

- ☐ Academic Standards will be accessible via our Federal Programs and Curriculum webpages
- ☐ PSSA Parent Letters
- ☐ Annual Title I Fall Meeting
- ☐ Parent-teacher conferences
- ☐ Open House, Transition Nights and Back to School Nights
- ☐ Monthly Reading Newsletters/Tips on Helping Children Do Better in School sent electronically
- ☐ Curriculum Nights/Events
- ☐ Parent Family Engagement Workshops (topics based on input from stakeholders) at least three times per year

12. The policy states how the school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions

of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school (ESSA, Section 1116(6)(e)(3)).

AGCS Staff involvement in coordinating Parent Family Engagement by:

- ☐ Meet at least (2) times annually with building-level principals and staff to provide guidance, training, and support in developing and sustaining effective parent/family engagement strategies. (Fall/Spring)
 - ☐ Topics include: Meaningful Parent Teacher Conferences, Communication Strategies, Student-led Conferences
- ☐ Coordinate staff development opportunities for school and building personnel regarding parent and family engagement strategies, specific to their needs.
- ☐ Disseminate information to buildings on best practices focused on parent and family engagement, especially practices for increasing engagement of economically disadvantaged parents and family members.
- ☐ Provide adequate advance notice to parents/families of meetings and cancellations of meetings through newsletters, websites, phone calls, notices sent home, social media, and the automated home calling system.
- ☐ Provide translators, translation devices, and/or other translation services to parents/families whose first language is other than English. Train staff and utilize Talking Points.
- ☐ Train new staff involved with parental/family engagement in Title I requirements (e.g. principals and administrative staff), per New Teacher Induction Plan

13. The policy states how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other federal, state, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children (ESSA, Section 1116(6)(e)(4)).

AGCS Staff involvement in coordinating Parent Family Engagement by:

- ☐ Provide opportunities to join committees (strategic planning, comprehensive planning, PTO, Booster Club)
- ☐ Pre-School Outreach (yearly)
- ☐ Participation in local non-profits (The Garage)
- ☐ Flurry of Fun (Kindergarten Open House)
- ☐ Summer Splash (K-3 Summer Transition Events)
- ☐ Monthly communication (electronic newsletter) of community organizations and events

14. The policy states how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand (ESSA, Section 1116(6)(e)(5)).

AGCS will ensure that information related to school and parent programs, meetings, etc is sent in a format that parents can understand:



- ☐ All documents shared with families will be translated (hard copy and electronic)
- ☐ Smores and Website will use the translation feature built into the programs
- ☐ Utilize Talking Points
- ☐ Train staff yearly on tools and resources available to them meet the language needs of their staff

15. The policy states how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) (ESSA, Section 1116(7)(f)).

AGCS will provide opportunities for informed participation of parents and family members who have limited English proficiency by:

- ☐ Offer translation and/or interpretation services for all parent events (communication of event and during the event)

Title I School

School-Parent-Student Compact

The School Parent Compact will describe school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (*ESSA, Section 1116(d)*).

School

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - 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
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - 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. (required) (*ESSA, Section 1116(d)(1-2)*)
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

Parent

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom (required)
- Supporting their child's learning (required)
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time (required)
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis

- Attend school functions and conference
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Student

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property