Instruction

Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs

The development, implementation, and maintenance of school-level parent and family engagement compacts must be carried out through meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent must designate a person who will be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed*.

☐ Plan regular meetings throughout the school year with parents/guardians to discuss school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.

☐ Plan an agenda for meetings to discuss school-level parent and family engagement compacts.

- Always begin with "where we are now?" and end with "next steps."
- Agendas should provide for two-way communication between the District and parents/guardians of children participating in Title I programs.
- Agendas can be built around the federal compliance requirements as stated in exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan,* and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*.
- Agendas should also include a section to inform parents/guardians of their school's participation in Title I and to explain Title I's requirements regarding parent/guardian involvement, including the right of parents/guardians to be involved.
- Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
- If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children's education.
- Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the School-Level Parent and Family Engagement Plan (School Plan) under 20 U.S.C. §6314(b)(2).
- Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.

☐ Notify interested persons of meeting dates to discuss school compacts, including:

☐ Parents/guardians of students participating in Title I programs
☐ Staff members
☐ Students participating in Title I programs
☐ School Board members
☐ Media
☐ Coordinators for other school programs, e.g., Head Start and preschool programs

☐ Other _____

☐ Publicize the meeting dates, times, and locations to discuss school-level parent and family engagement compacts.
☐ Make all Open Meetings Act notifications and postings for meetings to discuss school-level parent and family engagement compacts. **Note:** it is wise to assume these meetings will be in open session if Board members are expected to attend or if the meetings are conducted by a Board-appointed committee.
☐ Appoint a recording secretary to keep meeting minutes.
☐ Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
☐ Determine success indicators to measure the effectiveness of the school-level parent and family engagement compacts in improving students' academic achievement.
☐ Review the success indicators in order to evaluate the effectiveness of the school-level parent and family engagement compacts in improving students' academic achievement.
☐ Conduct an annual evaluation to identify:

- ☐ Barriers to greater participation by parents/guardians, with particular attention to parents/guardians 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/guardians 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.

Use the findings of such an evaluation to design evidence-based strategies for more effective parent/guardian involvement.

☐ If the School Plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parent/guardian comments on the School Plan when the school makes it available to the Board.
☐ Provide status reports to the Board and, periodically, submit updated parent and family engagement plans to the Board.
☐ Revise the applicable parent and family engagement plans as necessary.

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