

PARENT AND FAMILY ENGAGEMENT

POLICY:

The Board recognizes that parent and family engagement contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as a cooperative effort among school, parents, and community. The Board expects that its schools will carry out programs, activities, and procedures in accordance with the statutory definition of parent and family engagement. Parent and family engagement means the participation of parents and family in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents and family:

- A. Play an integral role in assisting their child's learning;
- B. Are encouraged to be actively involved in their child's education at school; and
- C. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The Board of Directors adopts as part of this policy the following guidance for parent and family engagement. The District shall:

- A. Put into operation programs, activities, and procedures for the involvement of parents in all of its Title I schools consistent with the federal Every Student Succeeds Act (ESSA), including the development and evaluation of policy. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent and family engagement activities to improve student academic achievement and school performance;
- C. Build the schools' and parents' and family's capacity for strong parent and family engagement;
- D. Coordinate and integrate Title I parent and family engagement strategies with parent and family engagement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction, Preschool Youngsters, State-run Preschools;

- E. Conduct, with the involvement of parents and families, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds, including identifying:
- barriers to greater participation of parents in Title I-related activities, with particular attention to participation of parents and family with limited English proficiency, parents with disabilities, and parents of migratory children;
 - 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.
- F. Use the findings of evaluation in subparagraph (E) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- G. Involve the parents and families of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parent and family engagement are spent.

Legal Reference:

PL 107-110, Section 1118(a)

Management Resources:

Policy News, October 2008 Family Involvement Policy

Policy News, June 2005 Title I Parental Policy

Policy News, August 2003 No Child Left Behind Update

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PROCEDURES:

The Superintendent or his/her designee shall ensure that the District's Parent and Family Engagement Policy, plan, and programs comply with the requirements of federal law established under the Every Student Succeeds Act (ESSA).

- A. The District will take the following actions to engage parents and families in the joint development of its district-wide parent and family engagement plan:
1. An annual meeting of parents and families of participating Title I students shall be held to explain the goals and purposes of the Title I program. At this meeting, parents and families will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. The Executive Director responsible for the Title I Program will hold this meeting annually in the fall after the year's Title I student lists have been compiled. All parents and families of Title I students will be invited. Parents and families will be assured that feedback they provide will be considered in shaping and improving all aspects of the Title I program.

Parent feedback will be gathered and utilized in the following areas:

- a. The District's Title I plan
 - b. The District's Parent and Family Engagement Policy
 - c. Identification of barriers to effective parent and family engagement
 - d. The most effective use of allocated parent-engagement set-aside funds
2. Each spring, parents and families will be given an opportunity to participate in the development, operation, and evaluation of the program by being invited to attend a building program evaluation meeting and/or by completing and returning a joint district/building survey. The survey will ask for feedback about the opportunities to participate and evaluate the title program, school-home communication, barriers to greater participation, and more effective parental and family opportunities for involvement.

B. The District will take the following actions to involve parents and families in the process of school review and improvement:

1. Each fall, all parents and families of current Title I students will be invited to a building meeting to have an opportunity to review the School Improvement Plan (SIP) and the Title I, Part A Building Plan. This may occur at a regularly scheduled PTA meeting, at a Title I parent meeting, or other school event. The invitation to parents and families will be extended by note/handout, in the first language of the students' parents, if possible, on the website, and school PTA and district newsletters. In some cases, phone calls may also be made. Parents will be given the opportunity to provide feedback and assured that their feedback will be considered in shaping and improving all aspects of the Title I building level program.

Parent feedback will be gathered and utilized in the following areas:

- a. The building's Title I Plan
 - b. The building's Parent and Family Engagement Policy
 - c. Identification of barriers to effective parent and family engagement
 - d. The most effective use of allocated Parent and Family Engagement set-aside funds, and
 - e. The School-Parent Compact
2. Parents and families will be encouraged to participate in the building self-review that is held in the spring. Invitations will go to all parents and families that have had a child participate in the Title I Program during that school year. Invitations will be delivered similarly to those for the Title I Building Plan review in the fall listed above.
- C. The District will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities:
1. Identify barriers to greater participation in parent and family engagement activities through the annual fall parent meeting and the use of an annual spring parent survey;
 2. Use findings of the evaluation of the survey to design strategies for more effective parent and family engagement and to remove barriers to parent and family engagement by such activities as (a) conducting joint parent and family meetings with other programs; (b) holding meetings at various times of the day and evening; and (c) arranging for in-home conferences; and
 3. Revise, when necessary, the district and school parent and family engagement policies.
- D. The District will coordinate and integrate parent and family engagement strategies with similar strategies under the following other programs such as

Head Start, Even Start, Learning Assistance Program, special education, and state-operated preschool programs.

- E. The District will conduct, with the involvement of parents and families, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy.
- F. The District will build the schools' and the parents' and the family's capacity for strong parent and family engagement through the following:
 - 1. The District will, with the assistance of its Title I, Part A schools, provide information to parents and families of children served by the District or school, as appropriate, in understanding topics such as the following:
 - a. The State's adopted academic learning standards
 - b. The State and local academic assessments including alternate assessments
 - c. How to monitor their child's progress, and
 - d. How to work with educators.

Although this information will be shared at the annual building meeting and various other building activities, the District will provide support by including a review of this information at its annual Title I meeting in the fall by including news of the building meetings and activities on the district website and by providing access to a Spanish language speaker on staff at annual meetings and by appointment as needed to assist parents and families. Translators for other languages will be arranged as needed.

- G. School district personnel will work with teachers, principals, and other staff to reach out to, communicate with, and engage parents and families as equal partners. Each building provides the following information to parents and families:
 - 1. An explanation of the reasons supporting their child's selection for the program and the annual district and building Title I meetings held in the fall;
 - 2. A description and explanation of the school's curriculum at the school's Curriculum Night held in the fall of each year;
 - 3. Information about the academic assessment(s) used to measure student progress; and
 - 4. Information on the proficiency levels students are expected to meet.

The District will also provide support by including news of meetings and activities on the district website and by providing access to a Spanish language speaker on staff to assist parents. Translators for other languages will be arranged as needed.

- H. The District will take the following actions to ensure that information related to the school and parent and family programs, meetings, and other activities is sent to the parents and families of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
1. Distribute the Parent and Family Engagement Policy on an annual basis. The District posts current policies on its website. Copies of the policy will be available to parents and families in English and Spanish at both the district and the building annual Title I meetings in the fall and at subsequent Title I meetings. Schools will send a copy of both the district and the school policy home with students whose parents or families don't sign in at the building meeting. Copies will be sent home in the family's home language.
 2. To the extent needed and practicable, distribute the Parent and Family Engagement Policy in multiple language or formats. Every effort will be made to provide every family with a copy of the policies in their home language.

In addition to the district-wide policy on parent and family engagement, each school offering Title I, Part A services will have a separate school building Parent and Family Engagement Policy. The building-level Title I, Part A Parent and Family Engagement Policy will meet the following requirements:

1. Each building in the district receiving Title I, Part A funds shall jointly develop with and distribute to parents and families of students served in the program a written building-level policy agreed upon by parents of Title I served students;
2. The policy will outline how parents and families, school staff, and students share responsibility for student achievement in meeting academic standards;
3. Parents and families will be notified of the policy in an understandable and uniform format;
4. To the extent practicable, the policy will be provided in a language the parents and family can understand; and
5. The policy will be evaluated with parents and families annually.