



COMMUNITY RELATIONS

Title I, **Part A** Parent and Family Engagement

The superintendent or designee shall ensure that the district's Title I **Part A** Parent and Family Engagement policy, plan and programs comply with the requirements of federal law.

- A. The district will take the following actions to develop jointly with, agree on with, and distribute to, parents/guardians and family members (hereafter parents) of students served by Title I **Part A**, a written district parent and family engagement policy.
1. An annual meeting of parents of participating Title I **Part A** students shall be held to explain the goals and purposes of the Title I **Part A** program. All parents of students attending Title I **Part A** schools will be invited to attend by the director of categorical programs, who is responsible for planning this meeting.
 2. Parents will be given the opportunity to participate in the development, operation and evaluation of the program at the annual district Title I **Part A** meeting. The invitation to the meeting will inform them of the opportunity to participate. Parents may also give input in the annual survey.
 3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. In the spring of each year, Title I **Part A** parents will receive a survey asking for their input on district Title I **Part A** services and desired program elements. The district also annually reviews the parent surveys conducted by each Title I **Part A** school, looking for parent suggestions regarding programs. Additionally, parents have an opportunity at the annual Title I **Part A** meeting to offer suggestions and ask questions.
 4. The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I **Part A** schools including:
 - Identifying barriers to greater participation of parents in Title I **Part A** related activities, with particular attention to parents who are economically disadvantaged or disabled, and parents who have limited English proficiency, limited literacy, or any racial or ethnic minority background. The district will revise the policy where necessary to address ways to overcome identified barriers.
- B. The district will take the following actions to involve parents in the process of school review and improvement:
1. Parents will be given the opportunity to review the school improvement plan. Parents will be informed that they may request copies of the plan or a plan summary at any time, that they may make an appointment with the principal to review the plan, and that the plan will be posted on the school website.
 2. Parents will be encouraged to participate in the building self-review. The annual district parent survey and spring Title I **Part A** survey will allow parents the opportunity to give input that may be incorporated into the school plan.

- 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 engagement activities:
1. Identify barriers to greater participation by parents in parent engagement activities;
 2. Use findings of the Title I **Part A** evaluation to design strategies for more effective parent engagement;
 3. Share research and best practices in parent engagement, and
 4. Revise, when necessary, the district and school-based parent engagement policies.
- D. The district will build the schools' and parents' capacity for strong parent engagement through the following:
1. The district will, with the assistance of its Title I **Part A** schools, provide information to parents of children served by the district or school, as appropriate, in understanding topics such as the following:
 - Timely information about the Title I **Part A** programs;
 - The state's essential academic learning requirements;
 - A description and explanation of the curriculum in use at school;
 - The forms of academic assessment used to measure student progress;
 - The proficiency levels students are expected to meet; and
 - Parents will receive this information at curriculum nights, family math and/or reading events, in school newsletters, on the website and/or district publications.
 2. The district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement by:
 - a. Giving guidance as to how parents can assist at home in the education of their child; and
 - b. Holding parent meetings at various times of the day and evening to provide parents:
 - Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;
 - Opportunities to submit parent comments about the program to the district; and
 - Opportunities to meet with the classroom and Title I **Part A** teachers to discuss their children's progress.
- E. The district will coordinate and integrate parent engagement strategies with similar strategies under the following other programs, such as:
- Head Start;
 - Early Childhood Education and Assistance Program (ECEAP);
 - Learning Assistance Program;
 - Special Education; and
 - English Learner education.

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The district shall facilitate removing barriers to parent engagement by activities such as:

1. Conducting joint parent meetings with other programs;
2. Holding meetings at various times of the day and evening; and
3. Using Title I **Part A** funds to facilitate parent attendance at meetings by providing child care.

The district will provide this information on the website, in district publications, in the schools' performance report, during curriculum nights, in mailings, and/or in student take-home packets.

- F. The district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents 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 [Board Policy 4215](#), Title I, **Part A** Parent and Family Engagement on an annual basis in school newsletters or student take-home packets.
 2. To the extent needed and practicable, distribute [Board Policy 4215](#), Title I **Part A**, Parent and Family Engagement policy in multiple languages or formats.

School-Based Parent and Family Engagement Policy

In addition to the district policy on parent and family engagement, each school offering Title I **Part A** services will have a separate school-based parent and family engagement policy, which will be developed with parents of Title I **Part A** students. Parents will receive notice of the school-based parent and family engagement policy in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. When necessary and upon request, this information will be provided in an alternative format.

Each Title I **Part A** served school in the district will describe how it will do the following:

- A. Involve parents in the development of the written school-based parent and family engagement policy:
- Distribute the school-based parent and family engagement policy to parents.
 - Agree to changes or updates to the school-based parent and family engagement policy with parents.
- B. Convene an annual meeting, at a convenient time, to which all parents of Title I **Part A** students will be invited and encouraged to attend, to inform parents of their school's participation in Title I **Part A**, to explain the requirements of the program, and to explain the rights that parents have under Title I **Part A**.
- C. Offer a flexible number of meetings, such as meetings in the morning or evening. Funds may be used to provide transportation, childcare, or home visits, as the services relate to parental involvement.
- D. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I **Part A** programs, including the planning, review and improvement of the school-based parent and family engagement policy and the joint development of the schoolwide program plan. If the school already has a process in place for involving parents in the joint planning and design of the school's programs, it may use that process if it includes an adequate representation of parents of Title I **Part A** students.

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- E. Provide parents of Title I **Part A** students the following:
- Timely information about Title I **Part A** programs.
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards.
 - 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 to respond to any such suggestions as soon as practicably possible. If the school program plan is unsatisfactory to the parents of Title I **Part A** students, submit any parent comments on the plan when the school makes the plan available to the district.
- F. As a component of the school parent and family engagement policy development, each school served shall jointly develop with parents of Title I **Part A** students a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:
- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I **Part A** students to meet the state's academic standards.
 - Describe the ways in which each parent will be responsible for supporting their children's learning and participating in their child's education, and participating, as appropriate, in decisions relating to the education of their children, including positive use of extracurricular time.

The compact will also 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 must be discussed as it relates to the individual child's achievement;
- Frequent reports to parents on their children's progress; and
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Cross reference: [Board Policy 4215](#)

Title I, **Part A** Parent and Family
Engagement

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