



Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Code	918
Status	Active
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Last Reviewed	November 1, 2018

## **I. General Expectations**

### **Purpose**

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[1]  
[2]

### **Definition**

**Parent and Family (Family Member)** - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

### **Authority**

The Board directs the district and each of its schools with a Title I program to:[1]

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[3]
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
  - a. Distributed in writing to all parents and family members.
  - b. Incorporated into the district's Title I Plan.[3]
  - c. Posted to the district's publicly accessible website.[4]
  - d. Evaluated annually with parent and family involvement.

4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

### **Accessibility**

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand. [1][5]

### **Delegation of Responsibility**

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law. [1][3]

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate. [5]

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact. [1]

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to: [1]

1. Volunteer in their child's classroom. [6]
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.
4. Participate, if possible and where appropriate, in the development of the Title I program.

### **Guidelines**

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family

members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[1]

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation and/or child care costs.[1]

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[1][3]

At these meetings, parents and family members shall be provided:[1]

1. Timely information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

1. Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
4. Analyze and share the results of the Title I Parent/Family Survey.
5. Post school performance data on the district's website.
6. Distribute and discuss the School-Parent and Family Compact.
7. Host various parent and family nights at each school building with a Title I program.
8. Actively recruit parents and family members to participate in school review and improvement planning.
9. Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[1][3]

### **Building Capacity for Parent and Family Engagement**

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[1]

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[2][7]
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
  - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
  - b. Using technology, including education about the harms of copyright piracy, as appropriate. [8]
  - c. Providing information, resources and materials in a user friendly format.
  - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
  - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]
4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[1][5][10][11][12][13][14][15]
5. Engage the school district's PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Train parents and family members to enhance the involvement of other parents and family members.
7. Adopt and implement model approaches to improving parent and family engagement.
8. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
9. Engage community-based organizations and businesses in parent and family engagement activities.

### **Coordinating Parent and Family Engagement Strategies**

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[1][5][10][11][12][13][14][15]

1. Involving district and program representatives to assist in identifying specific parent and family member needs.

2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

### **Annual Parent and Family Engagement Policy Evaluation**

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[\[1\]](#)

The evaluation shall identify:[\[1\]](#)

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

1. Establishment of a schedule and process for the policy review and revision by parents and family members.
2. An evaluation of the effectiveness of the content and communication methods through a variety of methods.
3. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
4. Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
5. A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[\[1\]](#)

### **School-Parent and Family Compact**

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:[\[1\]](#)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[\[6\]](#)
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the

elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

### Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[1]

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[1]

1. Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.[9]
2. Supporting programs that reach parents and family members at home, in the community, and at school.
3. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
5. Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

### Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

**Earle C. Davis Primary** agrees to implement the following statutory requirements:

- A. The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act or ESSA. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- B. Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the Elementary and Secondary Education Act or ESSA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the Elementary and Secondary Education Act or ESSA.
- C. The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under Section 1112 of the Elementary and Secondary Education Act or ESSA.
- D. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the Elementary and Secondary Education

Act or ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

E. If the LEA plan for Title I, Part A, developed under Section 1112 of the Elementary and Secondary Education Act or ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

F. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

G. The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

1. That parents play an integral role in assisting their child's learning
2. That parents are encouraged to be actively involved in their child's education at school
3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and advisory committees to assist in the education of their child
4. The carrying out of other activities, such as those described in Section 1118 of the Elementary and Secondary Education Act or ESSA

H. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in Pennsylvania.

## **II. Implementation of District-Wide Parental Involvement Policy Components**

A. The North East School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the Elementary and Secondary Education Act or ESSA:

1. Write a letter to the parents of all Title I students inviting them to participate in the joint development of the district-wide parental involvement policy.
2. Publish meeting times to accommodate the greatest number of parents.
3. Publish and mail agendas prior to each meeting.
4. Allow for parents to review and comment on drafts of the policy.

B. The North East School District will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the Elementary and Secondary Education Act or ESSA:

1. Allow parents to observe Title I instruction in their child's school.
2. Ask each parent to complete a written evaluation of the Title I program.

C. The North East School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental

involvement activities to improve student academic achievement and school performance:

1. Provide district facilities to accommodate parent resources and meeting spaces.
2. Afford parents reasonable opportunities and resources to attend meetings, seminars, and conferences.
3. Staff all Title I programs with highly qualified teachers and paraprofessionals.
4. Equip all Title I classrooms with all necessary materials and instructional resources.

D. The North East School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under Head Start and North East Preschool by :

1. Inviting local preschool staff to participate in district training.
2. Making available the observation of teaching in both Title I schools and local preschools.
3. Hosting transition meetings for special needs preschool students.
4. Sharing preschool and primary school curricula and practices.

E. The North East School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools.

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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 school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Annual practice is to ask parents of all Title I students to evaluate the quality of services provided to students by highly qualified professional and paraprofessional staff. Additionally, parents are asked to comment on the quality and diversity of access to staff, resources, and training.

F. The North East School District will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among with school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - a. The State's academic content standards
  - b. The State's student academic achievement standards
  - c. The State and local academic assessments including alternate assessments
  - d. The requirements of Part A
  - e. How to monitor their child's progress



f. How to work with educators:

1) Provide links to relevant sites and documents on the district website

2) Hold curriculum informational meetings with all parents; Title I reading and Title I math (when offered and available) meetings; parent conferences

3) Conduct home visits to model effective instructional practices

4) Make quarterly reports of student progress

2. The school 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, such as literacy training, and use technology, as appropriate, to foster parental involvement by:

a. Making available to parents leveled reading materials and other resources

b. Holding annual grade level and Title I curriculum meetings with parents

c. Including parents in the Case Management Team if necessary

d. Holding parent conferences annually and on an "as needed" basis; and scheduled to accommodate parents

3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools, by:

a. Training new teachers and paraprofessionals in the use of Keeping In Touch (KIT) folders as is done K-12 in all buildings throughout the district

b. Training all staff to communicate effectively with parents through a variety of options, including but not limited to conferences, phone calls, journals, and email

c. Training all Title I teachers to educate parents in the use of resources, such as leveled reading materials

4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with local agencies including programs such as GECAC Head Start and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by inviting GECAC Head Start, other local preschool teachers, and parents when feasible, to district training sessions related to effectively involving parents, including (but not limited to) the following:

a. Title I parent meetings (e.g., Title I Parent Dinner)

b. Pre-K to K transition meetings

c. Leveled reading materials

5. The school 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 by continuing to use throughout the school year:

- a. Keeping in Touch (KIT) folders
- b. Home-and-school journals
- c. Parent newsletters throughout the school year.

### **III. Adoption**

This District-Wide Parental Involvement Policy has been developed jointly with, and agreed upon by the parents of children participating in Title I, Part A programs, as evidenced by the attached signature and title page.

Legal

- 1. 20 U.S.C. 6318
- 2. Pol. 102
- 3. 20 U.S.C. 6312
- 4. 24 P.S. 510.2
- 5. Pol. 138
- 6. Pol. 916
- 7. Pol. 127
- 8. Pol. 814
- 9. Pol. 333
- 10. 20 U.S.C. 7845
- 11. 29 U.S.C. 3271 et seq
- 12. 29 U.S.C. 701 et seq
- 13. 42 U.S.C. 11301 et seq
- 14. 42 U.S.C. 9831 et seq
- 15. Pol. 212

[Policy 918 Title I Parent Involvement Resolution.pdf \(72 KB\)](#)

[Policy 918 Appendix School-Parent Compact.pdf \(222 KB\)](#)