

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT**

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

**District-Wide Parent and Family Engagement**

To facilitate parent and family participation, the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs;
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
  1. Barriers to greater participation by parents and family members in Title I 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;
  2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and
  3. Strategies to support successful school and family interactions.
- e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;

(Continued)

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)**

- f) Involve parents in Title I activities, which may include establishing a parent advisory board comprised of a group of parents or family members served by the District to adequately represent the students' needs, to develop, revise, and review the parent and family engagement policy; and
- g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities.

**School-Level Parent and Family Member Engagement**

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

- a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of participating children will be invited and encouraged to attend the meeting;
- b) Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;
- c) Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;
- d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will-respond to any suggestions as soon as practicably possible;
- e) Develop a plan jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The plan will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards; and
- f) Have a plan that:
  - 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable participating students to meet the state academic standards;

(Continued)

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)**

2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
  - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the plan will be discussed as it relates to the individual child's achievement;
  - (b) Frequent reports to parents or family members on the child's progress;
  - (c) Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observe their classroom activities. Engagement opportunities include, but are not limited to, conferences, workshops, classes, and providing material to address communication among parents or family members and teachers; and
  - (d) Ensuring regular two-way meaningful communication between family members and school staff, in a language that family members can understand to the extent practicable.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, their comments will be submitted by the parents or family members to the District for review and action.

To ensure effective involvement of parents or family members, to support a partnership among the school, parents or family members, and the community, and to improve student academic achievement, the District and each school will:

- a) Provide assistance to parents or family members to understand topics such as the state academic standards, state and local academic assessments, the requirements of this Act, how to monitor a child's progress and work with educators to improve the achievement of participating children;
- b) Provide materials and training to help parents or family members work with participating children to improve their achievement, such as literacy training and using technology to foster parent and family member engagement;

(Continued)

**SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)**

- c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school;
- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of participating children;
- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is shared with the parents or family members of participating children in a format and language the parents or family members can understand to the extent practicable; and
- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In carrying out the parent and family member engagement requirements, the District 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), including providing information and school reports in a format and in a language they understand, to the extent practicable.

**Procedures for Filing Complaints/Appeals**

The District will disseminate free of charge to parents and family members of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving Title I issues.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act of 2015  
20 USC §§ 6318 and 6321  
34 CFR Parts 74-86, 97-99, and 200

Adoption Date: 07/27/04  
Revised: 02/13/17