

Instruction

SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT INVOLVEMENT

The Board recognizes the rights of parents or persons in parental relation to be fully informed of all information relevant to their children, including children who participate in programs and projects funded by Title I. Therefore, the Board encourages the participation of parents of students eligible for Title I services in all aspects of their child's education, including the development and implementation of district programs. 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 Involvement

~~In order to~~To facilitate parental and family participation, the District will:

- a) Involve parents and family members in ~~the~~ jointly developing this policy, its ~~of the~~ Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory ~~to the parents of children participating in Title I programs~~, the District will submit ~~any parent~~ their comments to the State Education Department along with the ~~District's~~ plan;
- b) Improve student academic achievement and school performance through coordination, ~~providing~~ Provide the coordination, 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 ~~involvement~~ 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 ~~to improve student academic achievement and school performance~~;
- ~~c) Build the schools' and parents' capacity for strong parental involvement through implementing and encouraging participation in appropriate parental involvement activities; *(District to list specific ways to encourage participation)~~
- ~~c~~d) Coordinate and integrate parental and family engagement ~~involvement~~ strategies ~~under Title I with those of other programs including, but not limited to, the Headstart Program, the Reading First Program, Even Start Program, Parent Resource Centers, and other other relevant federal, state, and local programs; including, but not limited to, the Ken-Ton Family Support Center, the Ken-Ton Closet, Sheridan-Parkside Center and the School-Wide Program; ***(District to list specific programs or activities)~~
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family engagement ~~involvement~~ policy in improving the academic quality of ~~the~~ its Title I schools. The evaluation will include identifying:

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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;~~under the policy and using the findings of the evaluation to design strategies for more effective parental involvement and, to revise, if necessary, the parental involvement policies at the District and school levels;~~
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, to include School Planning Teams at the Title buildings, the Annual Title I Planning Meeting and focus groups;
~~* **** (District to list way(s) to be used for annual evaluation content [such as Parent Advisory Council or Annual Title I Planning Meeting])**~~

* and **** District must customize**

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- 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;
- e f) Involve parents in Title I ~~the~~ activities, which may include establishing a parent advisory board comprised of a sufficient number and representative 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 ~~of the Title I schools;~~ and Other parent activities will include, but not be limited to, annual open houses, math nights, literacy nights, PTA meetings, HSA meetings, parenting classes, musical events and art shows;
~~*** (District to list specific ways to involve parents)~~
- g) Involve parents and family members ~~of children in Title I programs~~ in decisions regarding how it spends funds reserved for ~~parental involvement~~ parent and family engagement activities ~~are spent~~. Parent involvement will include, but not be limited to, participation in School Planning Teams and Annual Consolidated Application Meetings.
~~** (District to list specific ways to involve parents and family members)~~

School-Level Parent and Family Member Engagement Involvement

The Board directs each school receiving Title I funds to ~~ensure that~~ develop a building-level parental and family member engagement ~~involvement~~ plan ~~is developed with the participation of~~ that school's parents and family members. In addition to the ~~goals stated~~ content included above, each school building-level plan will ~~describe the details to:~~

- a) Describe how to ~~c~~ Convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, ~~and~~ 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 these children ~~participating in Title I programs~~ will be invited and encouraged to attend the meeting;
- b) Offer ~~a flexible~~ flexibility in scheduling number of meetings, ~~such as meetings in the morning or evening;~~ and may provide ~~(with funds provided under this provision of law)~~ transportation, child care, or home visits, ~~as such services~~ related to parental and family member engagement, using Title I funds ~~involvement~~;
- c) Involve parents and family members in an organized, ongoing, and timely way in ~~the~~ planning, reviewing, and ~~improving~~ improvement of Title I programs, including ~~the~~ ~~planning, review, and improvement of the school parental~~ ~~this~~ involvement policy;
- d) Provide parents and family members ~~of participating children~~ with timely information about programs, a description and explanation of the curriculum in use ~~in Title I programs~~, the forms of academic assessment used to measure student progress, the ~~proficiency~~ achievement levels of the challenging state academic standards ~~students are expected to meet~~, and, if requested by parents or family members, opportunities for regular

meetings to formulate suggestions and to participate, ~~as appropriate,~~ in decisions relating to their child's education. The District will ~~education of their children, and~~ respond to any ~~such~~ suggestions as soon as practicably possible; and

* *District must customize*

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- e) Develop a ~~school-parent~~ compact jointly with parents and family members that outlines how they ~~parents~~, school staff, and students will share ~~the~~ responsibility for improved student academic achievement. ~~The compact will also and~~ 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.
- f) ~~The~~ Have a compact ~~must include that~~:
1. ~~A description~~ Describes of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment ~~that~~to enables these students ~~children served in Title I schools~~ to meet the ~~challenging~~ state's ~~student~~ academic ~~achievement~~ standards;
 2. ~~A description~~ Describes of the ways in which each parent or family member will be responsible for supporting their children's learning, ~~such as monitoring attendance, homework completion, television watching,~~ volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the child's education of their children and positive use of extracurricular time; and
 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis ~~including, but not limited to~~through, at a minimum:
 - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as ~~the compact~~it relates to the individual child's achievement;
 - (b) Frequent reports to parents or family members on their children's progress; ~~and~~
 - (c) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and ~~observation of their~~ classroom activities. Parents are invited to volunteer in classrooms and school activities throughout the year. Content area information nights are held to model classroom activities and technology that is implemented in the children's programs. Monthly newsletters at the building and the District level are used to communicate information and invitations for parent participation.
~~*(School to list ways [such as conferences, workshops, classes, and providing materials] to address communication between parents or family members and teachers within the compact.); and~~
 - (d) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

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

** District must customize*

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- a) Provide assistance to parents or family members of children served by the District or school ~~in understanding such~~ to understand topics such as the challenging state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. This assistance will be provided through parent information nights and Open House/Curriculum Nights which will be held to share information on content area assessments. In addition, Parent-Teacher-Student conferences will be held twice per year.
***(District to list ways to provide assistance in understanding topics)**
- b) Provide materials and training to help parents or family members to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), ~~as appropriate,~~ to foster parental and family member engagement involvement. Parenting books will be purchased to assist parents in working with their children. The Family Support Center is available to parents seeking assistance in how to work with their children. Curriculum nights will provide information and training in technology and content areas for parents.
*****(District to list types of materials and training to foster involvement engagement)**
- c) Educate teachers, ~~pupil services~~ specialized instructional support personnel, principals, and other ~~staff~~ school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution ~~of parents,~~ 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. The staff of the Family Support Center will assist schools in building ties between parents and schools.
******(District to list strategies to educate staff to reach out and work with parents and family members)**
- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement involvement programs and activities with federal, state, and local programs, including public preschool programs ~~Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parent as Teachers Program, and public preschool and other 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. The Ken-Ton District facilitates parent training groups called Ready, Set, Read. This is composed of parents and teachers working together to help other parents become more involved. American Reading steps, Read 180 and our literacy instructional coaches will be used to integrate parent involvement and instructional practice.
******(District to list specific programs or activities)**
- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating

children in a format and, to the extent practicable, in a language the parents or family members can understand;

- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In addition ~~to the above activities which are required for the District and each school~~, the District and each school may:

- a) ~~May i~~ Involve parents or family members in ~~the development of~~ developing training for teachers, principals, and other educators to improve the effectiveness of ~~such~~ this training;
- b) ~~May p~~ Provide necessary literacy training from funds received under this part if the ~~local educational agency~~ District has exhausted all other reasonably available sources of funding for ~~such~~ the training;

~~*, **, *** and **** District must customize~~

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- c) ~~May—p~~ Pay reasonable and necessary expenses associated with local parental involvement and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;
- d) ~~May—t~~ Train parents or family members to enhance the involvement of other parents or family members;
- e) ~~May—a~~ Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend such these conferences at school, in order to maximize parental involvement and family engagement and participation;
- f) ~~May—A~~ Adopt and implement model approaches to improving parental involvement and family engagement;
- g) ~~May—e~~ Establish a District-wide parent and family member advisory council to provide advice on all matters related to parental involvement and family member engagement in supported programs supported under this section; and
- h) ~~May—d~~ Develop appropriate roles for community-based organizations and businesses in parental involvement and family member engagement activities; ~~and.~~
- ~~i) Will provide other reasonable support for parental involvement activities under this section as parents may request.~~

In carrying out the parental involvement and family member engagement requirements, the District and its schools, to the extent practicable, will provide full opportunities for the informed participation of parents and family members (including parents and family members who have with 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, to the extent practicable, in a language they parents understand.

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 of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs.

***Comparability of Services**

The District will ensure equivalence among the its schools in the District of the same grade span and levels of instruction with regard to teachers, administrators, and auxiliary personnel, as well as

equivalence in ~~the provision of~~providing curriculum materials and instructional supplies in Title I programs.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as ~~amended by the No Child Left Behind Act of 2001~~reauthorized by the Every Student Succeeds Act of 2015

20 USC §§ 6318 and 6321

34 CFR Parts 74-86, 97-99, and 200

~~*District Option—required Policy on Comparability of Services for Districts that have more than one school with the same grade span~~

Adoption Date