

Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Number	918
Status	First Reading
Adopted	August 25, 2014
Last Revised	January 22, 2018
Last Reviewed	November 9, 2017

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 student as a cooperative effort among the school, parents and family members and community. [1][2]~~the need for providing Title I parents/guardians with assistance in understanding national education goals, state academic standards, student performance standards, and state and local assessments, as well as monitoring a child's progress, working with educators, and participating in decisions relating to the education of their children. The Board also recognizes that parental engagement contributes to the achievement of academic standards by students participating in Title I programs and views the education of students as a cooperative effort among the school, parents/guardians and the community.~~

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.

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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.
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2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.^[3]
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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:
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 1. Distributed in writing to all parents and family members.
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 2. Incorporated into the district's Title I Plan.^[3]
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 3. Posted to the district's publicly accessible website.^[4]
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 4. Evaluated annually with parent and family involvement.
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4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

~~In compliance with federal law, the district and parents/guardians of students participating in Title I programs shall jointly develop and agree upon a written parental engagement policy.~~^[1]

~~The Board shall adopt and distribute the parental engagement policy, which shall be incorporated into the district's Title I plan and shall be evaluated annually, with parental involvement.~~^[1]

~~Section 1118 of Title I of The Elementary and Secondary Education Act (ESEA), referring to parental engagement, maintains that in order to receive funds, activities by schools to increase parental engagement are vital to the Title I program. These activities and procedures must be planned and implemented on a continuing basis.~~

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 are migrants or 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.
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2. Posting information for parents and family members on the district's website.
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3. Including a telephone number for parents and family members to call with questions.
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4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
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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.
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2. A set of goals and expectations to be addressed.
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3. A description of the services to be provided.
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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]
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2. Support their child's learning.
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3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

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]

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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, child care costs or home visits.[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:

Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.

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.

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.

Analyze and share the results of the Title I Parent/Family Survey.

Post school performance data on the district's website.

Distribute and discuss the School-Parent and Family Compact.

Host various parent and family nights at each school building with a Title I program.

Establish and support active and engaged Title I parent and family through the development of the Title I School-Wide Plan include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the committee shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.

Actively recruit parents and family members to participate in school review and improvement planning.

Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

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:
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 1. 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.
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 2. Using technology, including education about the harms of copyright piracy, as appropriate.[8]
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 3. Providing information, resources and materials in a user friendly format.
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 4. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
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 5. 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 PTA/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.
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7. Adopt and implement model approaches to improving parent and family engagement.
8. 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:

- Establishment of a schedule and process for the policy review and revision by parents and family members.
- An evaluation of the effectiveness of the content and communication methods through a variety of methods.
- A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
- Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
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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]

Supporting programs that reach parents and family members at home, in the community, and at school.

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.

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.

Part I. General Expectations

~~The Crawford Central School District agrees to implement the following requirements:~~

- ~~1. The district will provide programs and activities for the engagement of parents/guardians. Programs and activities in Title I schools will be planned and operated with meaningful consultation with parents/guardians of participating children.~~
- ~~2. The district will work with its schools to ensure that the required school-level parental engagement policies include a school-parent compact.~~
- ~~3. The district will incorporate this district-wide parental engagement policy into its local school plans.~~
- ~~4. The district and its schools will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children.~~
- ~~5. If the school or district plan for Title I is not satisfactory to the parents/guardians of participating children, the district will submit any parental comments with the plan to the Pennsylvania Department of Education (PDE).~~
- ~~6. The district will involve the parents/guardians of children served in Title I schools in decisions about how the one percent (1%) of Title I funds reserved for parental engagement is spent.~~

~~Part II. Description of How the District Will Implement Required District-Wide Parental Engagement Policy Components~~

- ~~1. The Crawford Central School District will take the following actions to involve parents/guardians in the development of its district-wide parental engagement plan:
 - ~~a. Initial meeting June 6, 2005.~~
 - ~~b. Yearly review meetings.~~~~
- ~~2. The district will take the following actions to involve parents/guardians in the process of school review and improvement:
 - ~~a. Analyze the results of the Title I parent survey and share results with others, including but not limited to Title I teachers, principals, at Board meetings, and PTO.~~
 - ~~b. Publicize adequate yearly progress reports and school performance via the district website.~~
 - ~~c. Distribute and discuss school-parent compacts.~~
 - ~~d. Open invitation to Board meetings.~~
 - ~~e. Provide access to Sapphire's Community Portal.~~~~

- f. ~~Distribute regular newsletters and calendars.~~
 - g. ~~Host various parent nights at each building.~~
 - h. ~~Host teacher/parent conferences.[2]~~
 - i. ~~Support Title I Parent Advisory Committees.~~
 - j. ~~Maintain Crawford Central School District and building websites.~~
 - k. ~~Provide information about the PDE website.~~
 - l. ~~Regular meetings of comprehensive planning committee.~~
 - m. ~~Provide information via local cable channel.~~
 - n. ~~Share information via social media (e.g., Facebook, Twitter).~~
3. ~~The district will provide the following support to assist schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:~~
- a. ~~Sharing information through local media.~~
 - b. ~~Coordinating/Hosting parent workshops and open houses.~~
 - c. ~~Providing teacher/parent conferences.[2]~~
 - d. ~~Regular meetings of comprehensive planning committee.~~
4. ~~The district will coordinate and integrate parental engagement strategies with other local agencies such as Head Start, Crawford County Literacy, and local preschool programs:~~
- a. ~~Coordinate Head Start Parent Workshop.~~
 - b. ~~Coordinate Head Start Parent Integration.~~
 - c. ~~Elementary Core teams.~~
 - d. ~~Kindergarten registration.~~

- e. ~~Contact with The Greenhouse (safe house for mothers and children).~~
 - f. ~~After school programs.~~
 - g. ~~Crawford Central Federal Programs Annual Title I Parent Conference.~~
5. ~~The district will take the following actions to conduct, with the engagement of parents/guardians, an annual evaluation of the content and effectiveness of this parental engagement policy:~~
- a. ~~Yearly Title I parent survey.~~
 - b. ~~Yearly parent policy review meeting.~~
 - c. ~~Ongoing Title I parent meetings.~~
 - d. ~~Title I parent conferences.~~
6. ~~The district will provide assistance to parents/guardians in understanding topics such as the following:~~
- a. ~~The state's academic standards.~~
 - b. ~~The state's student academic achievement standards.~~
 - c. ~~The state and local academic assessments.~~
 - d. ~~How to monitor their child's progress.~~
 - e. ~~How to work with educators.~~
 - f. ~~Study skills.~~
 - g. ~~Students with disabilities.~~
 - h. ~~Test anxiety and stress.~~
 - i. ~~Guidelines for Title I.~~
 - j. ~~Motivation for learning.~~
 - k. ~~Extended learning opportunities.~~

- ~~I. Understanding assessments.~~
7. ~~Information will be shared in the following way:~~
 - ~~a. Crawford Central School District and building websites, including Sapphire's Community Portal.~~
 - ~~b. K-2 report card rubrics distributed quarterly.~~
 - ~~c. Title I parent workshops.~~
 - ~~d. Teacher/Parent conferences.[2]~~
 - ~~e. Open houses.~~
 - ~~f. Report cards/progress reports.~~
 - ~~g. Regular newsletters/calendars.~~
 - ~~h. Monthly Parents Make the Difference flyer.~~
 - ~~i. PTO meetings.~~
 - ~~j. District approved instructional learning programs.~~
8. ~~The district will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement:~~
 - ~~a. Title I parent workshops (local and state wide).~~
 - ~~b. Regular newsletters/calendars.~~
 - ~~c. Take home book bag projects.~~
 - ~~d. School book fairs.~~
9. ~~The district will educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents/guardians as equal partners:~~
 - ~~a. Attendance at conferences/workshops.~~

- b. ~~Act 48 committee meetings.~~
 - c. ~~Regular staff meetings.~~
 - d. ~~Title I meetings.~~
 - e. ~~Parent/Teacher group meetings.~~
 - f. ~~New Teacher Induction Program.[3]~~
10. ~~The district will take the following actions to ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents/guardians can understand:~~
- a. ~~Regular newsletter/calendars.~~
 - b. ~~Use of local media.~~
 - c. ~~Progress reports/report cards.~~
 - d. ~~Meeting invitations.~~
 - e. ~~Televised Board meetings.~~
 - f. ~~Crawford Central School District, including Parent Connect, and building websites.~~
 - g. ~~Portal and building websites, including Facebook and Twitter.~~

~~Part III. Discretionary District Wide Parental Engagement Policy Components~~

1. ~~The Crawford Central School District will involve parents/guardians, through PTO, to improve and enhance the effectiveness of the educational process.~~
2. ~~The district may utilize Title I funds to pay reasonable and necessary expenses associated with parental engagement activities, such as transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.~~
3. ~~The district will arrange school meetings at a variety of times and may conduct in-home conferences with parents/guardians who are unable to attend in order to maximize parental engagement.~~
4. ~~The district will establish a district wide parental advisory council who will meet annually to provide advice on all matters related to parental engagement in Title I, Part A programs.~~

5. ~~The district will establish relationships with community-based organizations and agencies in order to provide parental engagement opportunities and activities.~~

Delegation of Responsibility

~~The Superintendent or designee shall ensure that the district's Title I parental engagement policy, plan and programs comply with the requirements of federal law.~~

- Annual review of policy held July 5, 2007. Revisions made.
- Annual review of policy held May 26, 2011. Revisions made.
- Annual review of policy held January 9, 2013. Revisions made.
- Annual review of policy held March 13, 2014. Revisions made.
- Annual review of policy held November 5, 2014. No revisions made.
- Annual review of policy held November 4, 2015. No revisions made.
- Annual review of policy held November 10, 2016. No revisions made.
- Annual review of policy held November 9, 2017. Revisions made.

Legal

1. 20 U.S.C. 6318

2. Pol. 212

3. Pol. 333

22 PA Code 403.1

Pol. 102

Pol. 138

Last Modified by Janet Nahay on October 31, 2018