

District Title I Parent and Family Engagement

Pursuant to federal law, the district and the parents of students participating in Title I district programs have jointly developed the following parent and family engagement policy to establish the district's expectations and objectives for meaningful parent and family engagement. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

Engagement with Title I planning

The district shall hold an annual meeting for parents and families of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent and family engagement activities shall be used, and invite suggestions for improvement.

District support for parent and family engagement

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for effective parent and family engagement activities to improve student academic achievement and school performance.

This coordination, assistance and support shall include: *[insert here a jointly developed description of support for parent and family engagement the district will provide.]*

[Some ideas for support might include:

- *designation of a District Parent and Family Engagement Coordinator*
- *creation of a District Parent Advisory Council to provide advice on all matters related to parent and family engagement in programs supported by Title I funds*

- *development of district protocols for appropriate roles for community based organizations and businesses in parent and family engagement activities*
- *adoption of district model approaches to improving parent and family engagement at the school level*
- *allocating district resources to parent and family engagement activities, beyond minimum legal requirements*
- *requiring a Parent and Family Engagement Coordinator at each Title I school*
- *providing professional development 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*
- *engaging in activities and strategies to promote student achievement and learning at home, such as positive phone calls home and weekly data sharing folders*
- *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]*

Coordination of parent and family engagement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant federal, state, and local laws and programs (including public preschools), and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students. *[Insert here a jointly developed description of how the district will accomplish this. This might include requiring quarterly meetings of staff involved in these programs, coordination of written materials to parents regarding these programs, etc.]*

Student learning

The district shall coordinate and integrate Title I parent and family engagement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying challenges to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

[Insert here a jointly developed description of how the district will accomplish this. The specifics of this description will depend heavily on the specific challenges being experienced by parents in your district.]

The district shall provide to parents, as appropriate, information to help them understand the district's academic standards, state and district academic assessments, the requirements of Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents work with students to improve student achievement.

[Insert here a jointly developed description of how the district will accomplish this. The district could provide support for school-level training for parents in literacy, using technology, and other areas that will foster parent and family engagement.]

School-based parent and family engagement activities

[Insert here a jointly developed description of how parents and families will be encouraged to support student learning at home and become involved in the activities of schools with Title I programs, e.g., school accountability committees, parent-teacher organizations and volunteering.]

Method of communicating with parents

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

Annual evaluation

The district shall conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall address the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The evaluation shall specifically address challenges to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy

- are of any racial or ethnic minority background
- are parents of migratory children

The district shall use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, this policy.

The district shall provide such other reasonable support for parent and family engagement activities as parents may request.

Development of school-level Title I parent engagement policy

Each school receiving Title I funds shall jointly develop with, agree on, and distribute to parents and family members of students participating in the Title I program (hereafter referred to as “parents”) a written School-Level Title I Parent and Family Engagement Policy establishing the district’s expectations and objectives for meaningful parent and family engagement in accordance with the requirements of federal law.

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

LEGAL REFS.: 20 U.S.C. 6301 *et seq.* (*Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act*)

Title I, Part A, Section 1112 (a) (*parent role in the development of district Title I plan*)

Title I, Part A, Section 1112 (e) (*information for parents concerning teacher qualifications, assessments and language instruction*)

Title I, Part A, Section 1114 (b)(2) (*eligible school that desires to operate a schoolwide program must develop a comprehensive plan with involvement of parents and other community members*)

Title I, Part A, Section 1115 (b)(2)(E) (*Targeted Assistance Program must include parent involvement strategies*)

Title I, Part A, Section 1116 (a) (*parent and family engagement policy*)

Title I, Part C, Section 1304 (c)(3) *(parent involvement in projects and programs for the education of migratory children)*

C.R.S. [22-11-101](#) *et seq. (Education Accountability Act of 2009)*

CROSS REFS.: [ADA](#), School District Educational Objectives

[AE](#), Accountability/Commitment to Accomplishment

[AEA](#), Standards Based Education

[IHBIB](#), Primary/Preprimary Education

[IKA](#), Grading/Assessment Systems

[KD](#), Public Information and Communications

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Lone Star School District 101, Otis, Colorado