

LAUREL SCHOOL DISTRICT

SECTION: COMMUNITY

TITLE: TITLE I PARENT/FAMILY
ENGAGEMENT

ADOPTED: 12/5/2017

REVISED: 11/12/19

<p>1. Purpose ESSA Sec. 1116</p> <p>2. Definition</p>	<p style="text-align: center;">918. TITLE I PARENT/FAMILY ENGAGEMENT</p> <p>The Board recognizes that parent/family engagement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents/guardians and community.</p> <p>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 parent/family engagement policy.</p> <p>The district will be governed by the following statutory definition of parent/family engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition.</p> <p>Parent/family engagement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:</p> <ol style="list-style-type: none"> 1. That parents/guardians play an integral role in assisting their child’s learning through active engagement/involvement in their child’s education both at home and at school. 2. That parents/guardians are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. 3. That parent/guardians are involved in the Title I Part A application process for funds by reviewing the application at the annual parent advisory council meeting. 4. The carrying out of other activities, such as those described in law.
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<p>3. Authority</p>	<p>The district will implement the following statutory requirements:</p> <ol style="list-style-type: none"> 1. The district will put into operation programs, activities and procedures for the involvement of parents/guardians in all of its schools with Title I, Part A programs, consistent with law. Those programs, activities and procedures 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 parent/family engagement policies meet the requirements of law, and each include, as a component, a school-parental compact consistent with law. 3. The district will incorporate this district-wide parent/family engagement policy into its LEA plan developed under law. <p>In carrying out the Title I, Part A parent/family engagement requirements, to the extent practicable, 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, including providing information and school reports required under law in an understandable and uniform format, and including alternative formats upon request, and, to the extent practicable, in a language parents/guardians understand. If the LEA plan is not satisfactory to the parents/guardians of participating children, the district will submit any parent/guardian comments with the plan when the district submits the plan to the Pa Department of Education.</p> <p>The district will involve the parents/guardians of children served in Title I, Part A schools in decisions about how the one percent (1%) of Title I, Part A funds reserved for parent/family engagement is spent, and will ensure that not less than ninety-five percent (95%) of the one percent (1%) reserved goes directly to the schools.</p>
<p>4. Delegation of Responsibility</p>	<p>The Superintendent or designee shall ensure that the district's Title I parent/family engagement policy, plan and programs comply with the requirements of federal law.</p> <p>The building principal and/or Title I staff shall provide to parents/guardians of students participating in Title I programs:</p> <ol style="list-style-type: none"> 1. Explanation of the reasons supporting their child's selection for the program. 2. Set of objectives to be addressed. 3. Description of the services to be provided.

<p>5. Guidelines</p>	<p><u>Implementation Of Required District-Wide Policy Components</u></p> <p>The district will take the following actions to involve parents/guardians in the joint development of its district-wide parent/family engagement plan:</p> <ol style="list-style-type: none"> 1. Parents/Guardians will be invited to participate in the annual Title I meeting. 2. Parents/Guardians will provide feedback about Title I programs through an annual survey, and through parent-teacher conferences. <p>The district will take the following actions to involve parents/guardians in the process of school review and improvement:</p> <ol style="list-style-type: none"> 1. The Title I staff will conduct a Title I review meeting. Parents/Guardians will be given the opportunity to ask questions and share feedback about the Title I programs. 2. The Title I staff will review and discuss ways to improve Title I programming at the annual Parent Advisory Council meeting. <p>The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent/family engagement activities to improve student academic achievement and school performance:</p> <ol style="list-style-type: none"> 1. The Title I staff will meet annually with parents/guardians to coordinate activities to help both Title I students and parents/guardians. 2. Title I staff will provide resources to parents/guardians via the district web page and Title I newsletters and other educational resources to help improve student achievement and performance. <p>The district will coordinate and integrate parent/family engagement strategies in Title I, Part A with parent/family engagement strategies under programs such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs.</p> <p>The district has partnered with Head Start and Midwestern Intermediate Unit IV Early Intervention Specialist and has coordinated a transition plan to help early intervention students with the transition to public school. The district shall coordinate Open House and other integral parent meetings with Head Start. The district shall coordinate additional activities with other agencies, as needed.</p>
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	<p>The district will conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this Parent/Family Engagement Policy in improving the quality of its Title I, Part A schools during the annual parent advisory council meeting and any changes or policy revisions will be conducted, jointly with the parents, during this meeting.</p> <p>The evaluation will include identifying barriers to greater participation by parents/guardians in parental involvement activities (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The district will use the findings of the evaluation about its parent/family engagement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents/guardians) its parent/family engagement policies.</p> <p>Annually, the Title I staff will conduct parent/guardian conferences and an annual meeting. Staff will conduct surveys to evaluate the effectiveness of the parent/family engagement programing. The results of the surveys will be reviewed at the annual parent advisory council meeting.</p> <p>The district will build the schools' and parents'/guardians' capacity for strong parental involvement in order to ensure effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:</p> <ol style="list-style-type: none">1. The district will, with the assistance of its Title I, Part A schools, provide assistance to parents/guardians of children served by the district or school, as appropriate, in understanding topics such as the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments, the requirements for Part A; how to monitor their child's progress; and how to work with educators. <p>The Title I staff will help parents/guardians understand the state academic content standards through the annual Title I meeting. The Title I staff will report progress of each student's performance to the parent/guardian in a timely fashion, showing the student's progress in meeting these standards, through ongoing assessment data collected.</p> <ol style="list-style-type: none">2. The district will, with the assistance of its schools, provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:<ol style="list-style-type: none">a. The district shall share information with parents/guardians about opportunities for training available to them through district newsletters.
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	<ul style="list-style-type: none">b. The district shall provide information on the district web page to help parents/guardians.c. The district shall provide workshops for parents/guardians in conjunction with area agencies to provide literacy training for parents/guardians. <p>3. The district will, with the assistance of its schools and parents/guardians, educate its teachers, pupil services personnel, building principals and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents/guardians, and in how to implement and coordinate programs and build ties between parents/guardians and school.</p> <p>The district shall encourage and train teachers to communicate with parents/guardians. Through the use of student planners, voice mail and parental conferences, teachers and parents/guardians keep an open line of communication. The district shall consistently seek feedback from parents/guardians in all programs.</p> <p>4. The district will, to the extent feasible and appropriate, coordinate and integrate parent/family engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents As Teachers Program, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in the education of their children.</p> <p>The district has a formal transition plan with Head Start and Midwestern Intermediate Unit IV Early Intervention Specialist to help with a smooth transition from early intervention to public school.</p> <p>5. The district will take the following actions to ensure that information related to the school and its 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:</p> <ul style="list-style-type: none">a. Through the use of the district newsletter, flyers and district web page, information shall be shared with parents/guardians.b. The district shall provide support and services to parents/guardians requiring special services.
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Discretionary District-Wide Policy Components

The district-wide parent/family engagement policy may include additional paragraphs listing and describing other discretionary activities that the district, in consultation with parents/guardians, chooses to undertake to build parents'/guardians' capacity for involvement in the school and school district to support their children's academic achievement, such as the following discretionary activities:

1. Involving parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
2. Providing necessary literacy training for parents/guardians from Title I, Part A funds, if the district has exhausted all other reasonably available sources of funding for that training.
3. Paying reasonable and necessary expenses associated with parent/family engagement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
4. Training parents/guardians to enhance the involvement of other parents/guardians.
5. In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents/guardians who are unable to attend those conferences at school.
6. Adopting and implementing model approaches to improving parental involvement.
7. Establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
9. Providing other reasonable support for parent/family engagement activities as parents/guardians may request.

<p>Pol. 102</p>	<p><u>School-Parental Compact</u></p> <p>Each school in the district receiving Title I funds shall jointly develop with parents/guardians of students served in the program a School-Parental Compact outlining the manner in which parents/guardians, school staff, and students share responsibility for improved student achievement in meeting academic standards. The compact shall:</p> <ol style="list-style-type: none">1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district’s academic standards.2. Indicate the ways in which parents/guardians will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television/device usage; volunteering in the classroom; and participating, as appropriate, in decisions related to their child’s education and positive use of extracurricular time.3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff. <p><u>Adoption</u></p> <p>This policy has been developed jointly with, and agreed on with, parents/guardians of children participating in Title I, Part A programs, as evidenced by minutes of the meeting.</p> <p>The district will distribute this policy to all parents/guardians of participating Title I, Part A children during the annual Title I meeting.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 403.1</p> <p>Every Student Succeeds Act of 2018 – 20 U.S.C. Sec. 1116</p> <p>Board Policy – 102</p>
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