

ARMSTRONG SCHOOL DISTRICT BOARD POLICY

Section: COMMUNITY
Date Adopted: September 29, 2003
Last Revision: June 18, 2018

Policy No.: 923
Title: Title I Parent and
Family Engagement

Purpose

The Armstrong Board of School Directors 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 students as a cooperative effort among the school, parents and family members, and 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.

Authority

In compliance with federal law, the District and parents of students participating in Title I programs shall jointly develop and agree upon a written parent involvement policy. When developing and implementing this policy, the District shall ensure the policy describes how the District will:

- Conduct outreach to all parents and family members.
- Include parents and family members in development of the District's overall Title I Plan and process for school review and improvement. (20 U.S.C. 6312)
- 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:
 - Distributed in writing to all parents and family members.
 - Incorporated into the District's Title I Plan. (20 U.S.C. 6312)
 - Posted to the District's publicly accessible website. (24 P.S. 510.2)
 - Evaluated annually with parent and family involvement.

REFERENCE: 20 U.S.C. Sec. 6318; Board Policy 102; 20 U.S.C. 6312; 24 P.S. 510.2; Policies 138, 910, 127, 814, 333, 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 213

- Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the District's Title I plan and shall be evaluated annually, with parent involvement.

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. (20 U.S.C. 6318, Policy 138)

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. (20 U.S.C. 6318; 20 U.S.C. 6312)

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:

- Providing communications in clear and simple language.
- Posting information for parents and family members on the District's website.
- Including a telephone number for parents and family members to call with questions.
- Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
- Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate. (Policy 138)

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

- An explanation of the reasons supporting their child's selection for the program.
- A set of goals and expectations to be addressed.
- A description of the services to be provided.
- A copy of this policy and the School-Parent and Family Compact. (20 U.S.C. 6318)

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: (20 U.S.C. 6318)

- Volunteer in their child's classroom. (Policy 910)
- Support their child's learning.
- 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 the 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 are encouraged to work with Title I teachers in their child's school to assist in the spending plans. Parents and family members shall be encouraged to participate in planning activities, offer suggestions and ask questions regarding policies and programs. (20 U.S.C. 6318)

The schools with Title I programs shall offer a flexible number of meetings and training opportunities 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. (20 U.S.C. 6318)

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. (20 U.S.C. 6318; 20 U.S.C. 6312)

At these meetings, parents and family members shall be provided: (20 U.S.C. 6318)

- 1 Timely information about Title I programs and District and school level parent involvement activities, including the State Parent Advisory Council Conference.
- 2 A 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.

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.

REFERENCE: 20 U.S.C. Sec. 6318; Board Policy 102; 20 U.S.C. 6312; 24 P.S. 510.2; Policies 138, 910, 127, 814, 333, 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 213

- Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the District website, e-mail, 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 family nights at each school building with a Title I program.
- Establish and support active and engaged Title I parent and family advisory councils. The council will 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 council 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.
- Assign District representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.
- 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. (20 U.S.C. 6318; 20 U.S.C. 6312)

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: (20 U.S.C. 6318)

- 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. (Policies 102, 127)
- 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:

REFERENCE: 20 U.S.C. Sec. 6318; Board Policy 102; 20 U.S.C. 6312; 24 P.S. 510.2; Policies 138, 910, 127, 814, 333, 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 213

- ✓ 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.
 - ✓ Using technology, including education about the harms of copyright piracy, as appropriate. (Policy 814)
 - ✓ Providing information, resources and materials in a user friendly format.
 - ✓ Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - ✓ Training on how to use the Parent Portal as a tool to monitor grades and achievement.
- 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. (Policy 333)
 - 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. (20 U.S.C. 6318; Policy 138; 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 212)
 - Engaging 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.
 - Training parents and family members to enhance the involvement of other parents and family members.
 - Adopting and implement model approaches to improving parent and family engagement.
 - Establishing a District-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
 - Engaging 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: (20 U.S.C. 6318; Policy 138; 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 212)

- Involving District and program representatives to assist in identifying specific parent and family member needs.

- Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.
- Fostering partnerships with other agencies such as Head Start, ARIN, Even Start, and other preschool programs to promote and support parent involvement. District personnel meets regularly with Head Start parents through the Head Start Policy Council to share relevant information and gather feedback from parents to improve communication and district programs.

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. (20 U.S.C. 6318)

The evaluation shall identify: (20 U.S.C. 6318)

- 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.
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
- 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.
- Focus groups. Parents, family members and community members unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.
- Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
- A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the District's Title I population.

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. (20 U.S.C. 6318)

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: (20 U.S.C. 6318)

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. Describe the ways in which parents and family members will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time. (Policy 910)
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. (Policy 910).

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. (20 U.S.C. 6318)

Not less than ninety percent (90%) of the reserved fund 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: (20 U.S.C. 6318)

- Supporting schools and nonprofit organizations in providing professional development for the District and school personnel 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. (Policy 333)
- 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.
- Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- 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.

NOTE: THIS POLICY IS REVIEWED ANNUALLY.

ARMSTRONG SCHOOL DISTRICT
923-AG CHECKLIST FOR SCHOOL-PARENT AND FAMILY MEETINGS

Each District school operating a Title I program will 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 will be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The schools with Title I programs will offer a flexible number of meetings, which will 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.

Development, implementation and maintenance of School-Parent and Family Compacts (school compact), Title I programs, the Title I Parent and Family Engagement Policy and the Title I Plan must be accomplished with meaningful engagement with parents and family members of students participating in Title I programs.

An employee designated within each school conducting a Title I program will be responsible for the school's process of obtaining meaningful engagement.

The following checklist includes measures designed to encourage meaningful engagement. The checklist will be completed annually by the designated employee.

- ☐ Plan regular meetings throughout the school year with parents and family members to discuss the school-parent and family compact; identify dates, times and places, and persons whose attendance is desired. Offer meetings in the morning and evening; if funds are available, provide transportation and childcare. Parents will receive timely communication regarding the meetings.
- ☐ Develop an agenda, built around federal compliance requirements, for meetings to be held with parents and family members, which may include the following items:
 1. A section informing parents and family members of their school's participation under Title I and to explain Title I requirements regarding parent and family engagement, including the right of parents and family members to be involved.
 2. A section describing and explaining the curriculum in use at the school, forms of academic assessment used to measure student progress, and achievement levels students are expected to meet.
 3. A section for parents and family members to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education.

4. A section to involve parents and family members in the planning, review and improvement of Title I programs, including the joint development of the Title I Plan.
5. A section to address how funds are allotted for parent and family involvement in activities; parents and family members of students receiving services must be involved in these decisions.

Standard meeting procedures include:

- ☐ Providing sign-in sheets for parents and family members attending the meeting.
- ☐ Appointing a Recording Secretary to keep meeting minutes.
- ☐ Providing copies of working drafts of the Title I Plan, Title I Parent and Family Engagement Policy and/or the school compact, as appropriate, to parents and family members in an understandable and uniform format, and in a language the parents and family members can understand.

The designated school employee will ensure a process of evaluation is conducted, as appropriate to each area, by collectively:

- ☐ Discussing and selecting indicators of success which will be used to measure the effectiveness of, as appropriate, the Title I Plan, programs, Parent and Family Engagement Policy and/or the school compact in improving achievement of academic standards.
- ☐ Making recommendations based on the results of the evaluation process to improve academic achievement.
- ☐ Identifying barriers to greater participation by parents and family members, with particular attention to parents and family members who are migrants, economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent and family engagement.

Following the meeting, the designated school employee will:

- ☐ Provide status reports to the Assistant Superintendent, who will include possible recommendations for revisions to the Title I Plan and Parent and Family Engagement Policy.
- ☐ Revise the applicable school-parent and family compact, Title I Plan, and Parent and Family Engagement Policy as necessary.

Adopted June 2018