

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 919

Section COMMUNITY

Title TITLE I PARENT/GUARDIAN AND FAMILY ENGAGEMENT

Adopted DECEMBER 2, 2014

Revised DECEMBER 12, 2017

Reviewed NOVEMBER 22, 2016;
NOVEMBER 17, 2015

<p>Section 1</p> <p>Section 2</p>	<p style="text-align: center;">POLICY NO. 919 TITLE I PARENT/GUARDIAN AND FAMILY ENGAGEMENT</p> <p><u>Purpose</u></p> <p>The Board recognizes that parent/guardian and 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><u>Authority</u></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/Guardian and Family Engagement policy. When developing and implementing this policy, the District shall ensure the policy describes how the District will:</p> <ol style="list-style-type: none"> 1. Engage parents/guardians in the joint development of the District's overall Title I plan and the process of school review and improvement as necessary. 2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance. 	<p>ESEA Sec. 1118</p>
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	<p style="text-align: center;">POLICY NO. 919 TITLE I PARENT/GUARDIAN AND FAMILY ENGAGEMENT</p> <ol style="list-style-type: none"> 3. Develop activities that promote the schools' and parents'/guardians' capacity for strong parental involvement. 4. Coordinate and integrate parental engagement strategies with appropriate federal, state, and local programs, as provided by law. 5. Engage parents/guardians in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I. 6. Identify barriers to participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority. 7. Use findings of annual evaluations to design strategies for more effective parental/guardian engagement. 8. Engage parents/guardians in the activities of schools served under Title I including engaging with school personnel and teachers. 9. Engage parents/guardians in the training of teachers, pupil services personnel and principals. <p>The Board shall adopt and distribute the parental/guardian and family engagement policy, which shall be incorporated into the District's Title I plan and shall be evaluated annually, with parental/guardian engagement.</p>	
Section 3	<u>Guidelines</u>	ESEA Sec. 1118
	<p>An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program, jointly develop a parental and family engagement policy, and review Title I parent complaint procedures. Parents/Guardians shall be given the opportunity to participate in the design, development, operation and evaluation of the parent/guardian engagement program; including making</p>	ESEA Sec. 1118

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spending decisions regarding the 1% of Title I Part A funds reserved for parent/guardian engagement. Parent/Guardians are encouraged to work with Title I teachers in their child's school to assist in the plans. Parents/Guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs, through the Parent Advisory Council, survey, and Parent-Faculty organization meetings.

In addition to the required annual meeting, additional parent/guardian meetings and training opportunities shall be held at various times of the day and evening. At these meetings, parents/guardians shall be provided:

1. Information about Title I programs and district and school level parent/guardian engagement activities.
2. Description and explanation of academic content standards, the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. Opportunities for training and information in areas related to literacy development, how parent/guardians can assist at home in the education of their child, how to use technology to support learning, and parenting skills. Parents/guardians are invited to participate in the training of teachers, pupil services personnel and the principals in areas related to:
 - a. The value and utility of parent contributions.
 - b. How to reach out to and communicate with parents.
 - c. How to work with parents as equal partners.
 - d. How to implement and coordinate parent programs.

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4. Information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members.

If sufficient, Title I may be used to facilitate parent/guardian attendance at meetings through payment of transportation and child care costs.

Opportunities shall be provided for parents/guardians to meet with the classroom and Title I teachers to discuss their child's progress and formulate suggestions, and participate as appropriate, in decisions relating to the education of their children. During the annual Title I program evaluation, parents/guardians of Title I student assess the effectiveness of the program and offer recommendations to enhance program effectiveness.

Parents/Guardians may be given guidance as to how they can assist at home in the education of their child.

Review of the Title I Parent Engagement Policy

Title I parents/guardians representing all of Keystone Oaks School District's schools meet annually to develop and agree upon a written District Title I Parent/Guardian Engagement and Family Policy and participate in an annual Title I evaluation. During the annual evaluation, parent/guardian feedback is gathered using surveys. Results from this evaluation are used to make modifications, revisions, or enhancements to Title I parent/guardian engagement opportunities, policy, and programs.

School-Parental Compact

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 and Title I School Parent/Guardian and Family Engagement Policy outlining the manner in which parents/guardians, school staff and students share responsibility for improved student achievement in

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meeting academic standards. The compact shall:

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 watching; 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.

Section 4

Delegation of Responsibility

The Superintendent or designee shall ensure that the District's Title I Parent/Guardian and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The Federal Programs Coordinator and/or Title I staff shall provide to parents/guardians of students participating in Title I programs:

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.

The Superintendent or designee shall ensure that information and reports provided to parents/guardians are in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

ESEA Sec. 1118
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References:

State Board of Education Regulations – 22 PA Code Sec. 403.1

Elementary and Secondary Education Act – ESEA Sec. 1118

Board Policy – 102, 140