

Title I Parent and Family Engagement Policy under ESSA

District-level Parent and Family Engagement Policy

Each district that receives Title I funds must develop jointly with the parents of children participating in Title I services, a written parent and family engagement policy that describes how the district will carry out the parent and family engagement requirements in the district. If the district already has a district-level parent and family engagement policy that applies to all parents and families, the district may amend that existing policy, if necessary, to meet the requirements of section 1116 of ESSA.

District-level Parent and Family Engagement Policy Requirements:

The district parent and family engagement policy must describe how the district will

- Involve parents and family members in the joint development of the district Title I plan;
- Provide the support necessary to assist schools in implementing effective family engagement activities;
- Coordinate and integrate parent and family engagement strategies with other relevant Federal, State, and local laws and programs, such as Head Start, Reading First, etc.;
- Conduct an annual evaluation of the effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families, (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority);
- Utilize the findings to design strategies to support successful school and family interactions and to revise engagement policies; and
- Involve families in school activities, which may include establishing an advisory board to develop, revise, and review the engagement policy. [Section 1116(a)(2), ESSA.]



School-level Parent and Family Engagement Policy

Each school must develop jointly with parents of children participating in Title I services, a written school-level parent and family engagement policy that describe how the school will carry out the parent and family engagement requirements, including the development of a school-parent compact. If the district already has a parent and family engagement policy that applies to all parents and family members in all schools served by the district, the school may amend that existing policy, if necessary, to meet the requirements of section 1116(b) of the ESSA. Schools must update these policies annually to meet the changing needs of parents, families, and the school.

School-level Parent and Family Engagement Policy Requirements:

The school-level parent and family engagement policy must describe how the school will

- Convene an annual meeting at a convenient time in which all parents of low-income students are invited and encouraged to attend to inform parents and/or guardians that their school receives Title I funds, that these funds come with requirements, and that parents and/or guardians have a right to be involved;
- Offer a flexible number of engagement meetings at convenient times for families (for which the school may provide transportation, child care, or home visits using Title I funds);
- Provide parents and families with
 - Information about Title I-funded programs;
 - An explanation of the curriculum and achievement levels the school uses; and
 - If requested, opportunities for regular meetings to participate in decisions relating to the education of their child. *[Section 1116(b), ESSA.]*



Title I School Parent & Family Engagement Policy Self-Checklist

LEA Name: _____ School Name: _____

Each school that receives Title I funds is required to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116 of the Every Student Succeeds Act (ESSA). The School must ensure that information related to school, parent and family engagement programs, meetings, and other activities are sent to the parents and families of Title I children in a format and in a language the parents can understand.

The policy must be

- Developed jointly with and agreed upon by parents of Title I children;
- Written in an understandable format and provided in a language parents can understand;
- Distributed to all parents of Title I children; and
- Made available to the local community and updated periodically to meet the changing needs of parents and the school.

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
Policy Involvement		
1) The Policy describes how parents will be involved in an ongoing and timely way in the planning, review, and improvement of the school's Parent and Family Engagement Policy.		
2) The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.		
3) The Policy states that parent meetings, including parent conferences, will be held at different times during the day.		
4) The Policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.		
5) The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.		
6) The Policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. (<i>Applies only to Title I schools operating a Schoolwide Program.</i>)		
7) The Policy describes how the school will provide parents of participating children with timely information about the Title I program.		
8) The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.		
9) The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and will respond to any such suggestions within a designated time frame.		

Shared Responsibilities for High Student Academic Achievement (School-Parent Compact)		
10) The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student achievement.		
a) The school-parent compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State academic standards		
b) The school-parent compact describes the ways in which each parent will be responsible for supporting their children's learning; volunteering, as appropriate, in their child's classroom; participating, as appropriate, in decisions relating to the education of their children, and positive use of extracurricular time.		
c) The school-parent compact addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum – <ul style="list-style-type: none"> • Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; • Frequent reports to parents on their children's progress; • Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and • Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. 		
Building Capacity for Involvement		
11) The Policy describes how the school will provide assistance to parents in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children.		
12) The Policy describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.		
13) The Policy describes how the school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out, to communicate, and to work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.		
14) The Policy, to the extent feasible and appropriate, describes how the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.		
15) The Policy describes how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and in a language the parents can understand.		
16) The Policy describes how the school provides such other reasonable support for parental involvement activities as parents may request.		
Accessibility		
17) The Policy describes how the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.		