

LEBANON SCHOOL DISTRICT

POLICY: 918

SECTION: COMMUNITY

TITLE: TITLE I PARENT AND FAMILY ENGAGEMENT

ADOPTED: JULY 21, 2003

AMENDED: MAY 21, 2018

918 – Title I Parent and Family Engagement

Purpose

The Board and community believe that the education of children is a joint responsibility, one it shares with the parents/guardians of the school community. Parent and family engagement is an on-going process that assists parents/guardians and families in meeting basic obligations as their child's first educator, and promotes clear, two-way dialogue between home and school so that parents/guardians can be supported as leaders and decision makers at all levels concerning the education of their child(ren).

This policy establishes the LEA's expectations for parent and family engagement and describes how the LEA will implement specific parent and family engagement activities and requirements, which are state mandated, that are designed to promote equal partnership between school and families.

Authority

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 and family engagement policy. The definition of **parent and family engagement** means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. When developing and implementing this policy, the district shall ensure the policy describes how the district will:¹

1. Involve parents/guardians in the joint development of the district's overall Title I plan and the process of school review and improvement.

¹ 20 U.S.C. § 6318(a)(2)(A)-(F).

2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance.
3. Develop activities that promote the schools' and parents'/guardians' capacity for strong family engagement.
4. Coordinate and integrate parent and family engagement strategies with appropriate programs, as provided by law.
5. Involve 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. Identify the needs of parents/guardians and family members to assist with the learning of their child(ren), including engaging with school personnel and teachers.
8. Identify strategies to support successful school and family interactions.
9. Use findings of annual evaluations to develop strategies designed to foster greater partnership between school and families.
10. Involve parents/guardians in the activities of schools served under Title I.

The Board shall adopt and distribute the parent and family engagement policy, which shall be incorporated into the district's Title I plan and shall be evaluated annually, with parental/guardian input and leadership.

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I family engagement policy, plan and programs comply with the requirements of federal law.

The building principal 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, and in a language the parents/guardians can understand.²

Guidelines

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 as well as provide parents/guardians with timely information on the Title I program. Parents/Guardians shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents/Guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.³

In addition to the required annual meeting, additional parent/guardian meetings shall be held at various times of the day and evening, including but not limited to annual open houses, annual parent-teacher conferences, workshops and trainings, special events, and other meetings to be determined by the District. At these meetings, parents/guardians shall be provided:

1. Information about programs provided under Title I.
2. Description and explanation of 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 to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. Opportunities to submit parent/guardian comments about the program to the district level.⁴

² 20 U.S.C. § 6318(b).

³ 20 U.S.C. § 6318(b)-(c).

⁴ 20 U.S.C. § 6318(c)(4)(A)-(C).

Annual review of this Family Engagement [MM1] Policy will allow for parental/guardian input and modifications to be considered. This review will include parents/guardians in an examination of the effectiveness of the policy in increasing the participation of parents/guardians and families (including families of all Title I students) and improving the academic programs in the school.

Annual meeting of parents/guardians and parent-teacher conferences will permit two-way communication between home and school and inform the parent/guardian of the policy and their right to be involved in the planning, review, and improvement of school programs as well as 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.

Annual open houses in district schools will provide parents/guardians with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis.

Other meetings of parents/guardians and staff members will allow for explanation and discussion on matters of general interest with regard to child school, child-home, or child-home-school relationships; including meetings of staff members and groups of parents/guardians of those students having special needs, or other particular concerns.

Special events of a cultural, ethnic, or topical nature, which are initiated by parents/guardians and families, will involve the cooperative effort of students and parents/guardians, and are of general interest to the schools or community.

Workshops and training for parents/guardians, teachers, and other staff will foster greater parent/guardian involvement and will enhance understanding of state standards and assessments.

School-Parent 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 outlining the manner in which parents/guardians, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:⁵

⁵ 20 U.S.C. § 6318(d).

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 two-way communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.

For the benefit of children, the Board and community believe that parents/guardians have a responsibility to be involved in the schools, and to encourage their child's career in school by:

1. Supporting the school in requiring that children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
2. Sending children to school with proper attention to their health, personal cleanliness and dress; maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework through providing suitable conditions for study;
3. Reading all communications from the school and signing and returning them promptly when required; or asking for assistance with printed material if needed;
4. Cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school; and
5. Participating in in-school activities and special functions when possible.

For the benefit of children, the Board and community believe parents/guardians should be made aware of their responsibilities through the use of communication tools such as the [Parent Involvement \[MM2\] Survey](#), the [Parent Involvement \[MM3\] Checklist](#), and the Search

Institute's List of 40 Developmental Assets (see attached^[MM4]). The district will offer parents suggestions, workshops or other activities, as resources permit. Such activities will assist parents/guardians in understanding the responsibilities that the Board and community believe they have toward the education of the children, and in becoming involved in the education of their children.

For the benefit of our students, the Board and community believe that some children will benefit greatly from a volunteer mentor. The Board gives authority to the Superintendent or designee to assign a volunteer mentor to the child, as long as the parent/guardian is not opposed to such assignment. A volunteer mentor may meet with a student regularly during the school day or at other assigned times to encourage the student's efforts and to acknowledge accomplishments.

To ensure effective involvement of parents/guardians and to support a partnership among the district, parents/guardians, and the community, the district shall:⁶

1. Provide assistance to parents/guardians of children served by the district, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and trainings to help parents/guardians 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 family and parental involvement;
3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school; and
4. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other Federal, State, and local programs that encourage and support

⁶ 20 U.S.C. § 6318(e).

parents/guardians in more fully participating in the education of their children.

Use of Funds

Federal Title I legislation requires the district to utilize a minimum of 1% of its allocation to support parent and family engagement programs.⁷ These funds can be utilized for the following:⁸

1. Support for schools in providing professional development for staff in strategies that promote family engagement;
2. Programs that reach parents and family members at home, in the community, and at school;
3. Providing information on best practices focused on parent and family engagement and for increasing engagement of economically disadvantaged parents and family members;
4. Collaborating and supporting schools to partner with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement; *and*
5. Engaging in other activities determined by the district to support the Family Engagement Policy

⁷ 20 U.S.C. § 6318(3)(A).

⁸ 20 U.S.C. § 6318(3)(D).