

Book Policy Manual

Section 900 Community

Title Title I Parent and Family Engagement

Code 918

Status Active

Adopted January 20, 2004

Last Revised January 16, 2018

Purpose

The Board recognizes that parental and family engagement contributes to the achievement of academic standards by students participating in Title I programs, as well as all students attending a Title I school. The Board views the education of students as a cooperative effort among the school, parents/guardians and community.[\[1\]](#)[\[2\]](#)

Authority

In compliance with federal law, the West York Area School District (district) and parents/guardians of students participating in Title I programs shall jointly develop and agree upon a written Parental Engagement Plan, for a Title I school. When developing and implementing this policy through support from the Title I Coordinator, the district shall:

1. Involve parents/guardians in the joint development of the district's overall Title I plan (Title I Application) and the process of school review and improvement. This shall be accomplished through Title I Parent Committee meetings.[\[3\]](#)
2. Provide the coordination, technical assistance, and other support necessary through the district's Title I Coordinator to assist participating schools in planning and implementing effective parental/family engagement activities to improve student academic achievement and school performance.
3. Develop activities that promote the schools' and parents'/guardians' capacity for strong parental/family engagement that meets the needs of the parent and family members in assisting them with the learning of their children including engaging with school

personnel and teachers.

4. Coordinate and integrate parent/family engagement strategies with appropriate programs, as provided by law.[\[1\]](#)[\[4\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)
5. Involve parents/guardians in an annual evaluation of the content and effectiveness of the Title I program and its plan in improving the academic quality of schools served under Title I. This shall be accomplished through an annual parent/guardian survey and input provided by participants in the district's Title I Parent Committee meetings.[\[1\]](#)
6. Identify barriers to participation by parents/guardians of migratory children, children who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority through annual surveys.[\[4\]](#)
7. Use findings of annual evaluations to design strategies for more effective evidence based parental/family engagement and revise, if necessary, the parent and family engagement policies.
8. Involve parents/guardians in the activities of schools served under Title I through Title I Parent/Family engagement events, workshops, parent/guardian Title I Parent Committee meetings, and ongoing communication from the Title I Program.

The Superintendent or designee shall ensure the development and implementation of the parental engagement plan, which shall be incorporated into the district's Title I plan to be evaluated annually, with parental/family input and made available to parents/guardians.

Delegation of Responsibility

The Superintendent or designee shall ensure the district's Title I parental/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. An explanation of the reasons supporting their child's selection for the program.
2. A set of objectives to be addressed.
3. A 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 in a language the parents/guardians can understand.[\[1\]](#)[\[4\]](#)

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. 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.

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

1. Information about programs provided and requirements under Title I.
2. A 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.

If sufficient, Title I funding 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.

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

Parents/Guardians of children served in Title I, Part A schools who receive greater than \$500,000 may provide input into the decisions about how the one percent (1%) of Title I, Part A funds reserved for parental/family engagement is spent. The funds shall be used to carry out activities and strategies consistent with the LEA's parent/family engagement policy, including not less than one of the following:[\[1\]](#)

1. Supporting schools and nonprofit organizations in providing professional development for LEA 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.

2. Supporting programs that reach parents and family at home, in the community, and at school.
3. 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.
4. Collaborating, or providing sub-grants to schoolsto 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.
5. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's Parent/Family Engagement Policy.

The school district will inform parents/guardians of the purpose and existence of the state Parental Information and Resource Center.

The school district will involve parents/guardians in the process of school review and improvement through the establishment of a school improvement committee that includes parent representatives if the school becomes an identified school based on criteria established in law.

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-Parent 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:[\[1\]](#)

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 and 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 cocurricular time.[\[5\]](#)
3. Address the importance of parent-teacher communication on an ongoing basis through, at minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.

Legal

1. 20 U.S.C. 6318

2. Pol. 102

3. 20 U.S.C. 6312

4. Pol. 138

5. Pol. 916

6. 20 U.S.C. 7845

7. 29 U.S.C. 3271 et seq

8. 29 U.S.C. 701 et seq

9. 42 U.S.C. 11301 et seq

10. 42 U.S.C. 9831 et seq

11. Pol. 212

24 P.S. 510.2

Pol. 127

Pol. 333

Pol. 433

Pol. 814

BoardDocs is intended for the use of subscribers and licensed customers. All users are required to read and follow the acceptable use