

## KBA - TITLE I PARENT AND FAMILY ENGAGEMENT

The District encourages the engagement of parents and families whose children participate in District Title I programs. Pursuant to federal law, the District and the parents of students participating in Title I District programs have jointly developed this parent and family engagement policy to establish the District's expectations and objectives for meaningful parent and family engagement. This policy will be incorporated into the District's Title I plan. The term "parent," as used in this policy, is defined as a parent, guardian, or caregiver of a child receiving Title I services or attending a Title I school-wide program.

**Commented [GS1]:** It will be important for DAC and DAB to know who was included, when, and if these reflect their recommendations.

**Commented [AS2R1]:** For title I parent engagement policy, it is more important that C-PAC be the committee and process that governs this particular policy...the larger district wide policy would be DAC and DAB...I would say that DAC and DAB could review and give any suggestions, but priority feedback is always given to CPAC per federal protocol since those are the families directly impacted by Title I dollars.

### Engagement with Title I Planning

The District and Title I schools will hold annual meetings of the Title I Community-Parent Advisory Council ("C-PAC") for the purpose of discussing the Title I program plan. C-PAC is composed of parent or family representatives from Title I schools, community members, Title I staff and principals. C-PAC shall provide input to the program plan, review implementation of the plan, discuss how Title I funds allotted for parent and family engagement activities shall be used, and provide suggestions for improvement. The meetings will be open to all parents and families of students in Title I programs, as well as school staff, principals, and other interested persons.

### Engagement in the Process of School Review and Improvement

In each school receiving Title I funds, an effort will be made to have a Title I parent serve as a member of the School Accountability Committee. School unified improvement plans will be made available for parents and other interested parties to review. All parents and families may provide input into the improvement process by contacting the principal or any representative on the School Accountability Committee, or by attending a School Accountability Committee meeting. Surveys will also be used to solicit parental input.

**Commented [GS3]:** use person first language- a parent, guardian or caregiver of a student who would meet one or more of the Title I criteria

**Commented [AS4]:** I think this sentence is irrelevant...all parents in title I school wide programs meet the criteria...more important would be to have a SAC composed of representative and parent involvement on SAC proportionate to the school's demographic. I suggest it read: In each school receiving Title I Funds, an effort will be made to have parents representative and proportionate to the school's demographic on the School Accountability Committee. Additionally, strategies shall be implemented to amplify voice and feedback from families that have historically been underserved on said committee."

### District Support for Parent and Family Engagement

The District, specifically through the Language, Culture, and Equity Department, will provide the coordination, technical assistance and other support necessary to develop the ability of participating schools to achieve strong parent and family engagement, and to plan and implement effective parent and family engagement activities for the purpose of improving student academic achievement and school performance. This may include, but is not limited to:

- The utilization of C-PAC to provide advice on matters related to parent and family engagement in programs supported by Title I;

- Recruitment of parent and family volunteers;
- Provision of materials and training to help parents and families work more effectively with their children and with the school;
- Provision of materials and training to help school staff work more effectively with parents and families;
- Assistance with translation of informational materials and programs for parents and families; and
- Provision of assistance in procuring, allocating, and coordinating funds in order for schools to carrying out activities for parent and family engagement.
- Removal of barriers to accessing parent and family engagement activities

To improve the academic quality of the schools served, the District and/or school will coordinate and integrate Title I parents and family engagement strategies with those of other educational programs in the District, and will provide information, as appropriate, to help parents and families understand:

- the state's academic content and achievement standards,
- state and local academic assessments,
- the requirements of Title I,
- how to monitor students' academic progress, and
- how to work with school staff to improve the achievement of students.

The information may be provided in written form such as pamphlets, through video presentations, during the Title I parent orientation meeting, parent teacher conferences, or workshops.

The District will provide materials and/or training to help parents and families work with students to improve academic achievement. These services may be provided at the school or District level, or through community partnerships. Parent surveys will be sent to all Title I parents each fall and will be used to identify the topics of most interest to parents.

The District with the assistance of parents, will offer professional development or learning opportunities to support the skills of teachers, Student Services' employees, principals and other employees in how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school.

#### **Coordination with Other District Programs**

The District will, to the extent feasible and appropriate, coordinate and integrate Title I parent and family engagement strategies, programs and activities with other District

programs such as the Early Childhood Program. Program coordinators and directors, or their designees, will meet as needed to formulate collaborative plans utilizing input from their respective parent advisory groups. A committee composed of parents from the respective groups may also be utilized in the development of collaborative plans.

### **Engaging Parents and Families in the Activities of the Schools**

A variety of parent and family engagement activities will be available at each school in recognition of the differing needs, interests, availability of time and other resources among parents and families. Multiple opportunities for two-way, meaningful communication will be provided, that may include parent-teacher conferences, email, phone contacts, home visits and written communication. Parents will be involved in making decisions that affect their children such as 504 plans and IEPs. Title I, District, school, or community staff may provide training in ways to assist student learning, and parenting skills. Parents and families will be encouraged to volunteer in their child's school, and offered a variety of options for doing so, through the District's volunteer program. Orientation and training may also be available through the District's program.

In accordance with District policy, students and/or families experiencing homelessness shall be provided access to education and other services they need to ensure that they have an opportunity to meet the same student performance standards to which all students are held. All educational decisions shall be made in the best interests of the students and their families.

Information related to school and parent and family programs, meetings and other activities will be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

### **Annual Evaluation**

The District will conduct, with parents and family engagement, an annual evaluation of the content of this policy, and the effectiveness of this policy in improving the academic quality of the schools served. The evaluation will identify the needs of parents and families to assist with the learning of their children, including engaging with school employees, strategies to support successful school and family interactions, and also identify barriers to greater participation by parents and families in activities authorized by law, particularly by parents and families who:

- are economically disadvantaged,
- have disabilities,
- have limited English proficiency,
- have limited literacy,
- are of any racial or ethnic minority background, or
- are parents of migratory children.

For parents and families of English learners, the District will implement effective means of outreach for parents and families of English learners regarding how the parents can:

- be involved in the education of their children; and
- be active participants in assisting their children to: attain English proficiency; achieve at high levels within a well-rounded education; and meet the challenging State academic standards expected of all students.

The director of language, culture, and equity, or designee will convene a committee of parents, principals, Title I teachers and others as appropriate, to identify or develop an evaluation process and a suitable tool for this purpose. An effort will be made to include parents from the subgroups identified in this part.

The director of language, culture, and equity, in collaboration with the Title I Community-Parent Advisory Board, will use the findings of the evaluation to design strategies for more effective parent and family engagement and to revise, if necessary, this policy and the evaluation methods and tools.

The District, to the extent feasible, will provide such other reasonable support for parent and family engagement activities as parents may request.

#### **Development of School-level Title I Parent Involvement Policy**

Each school receiving Title I funds will jointly develop with and distribute to parents of students participating in the Title I program a written school-level Title I parent engagement policy, agreed upon by the parents, in accordance with the requirement of federal law.

The policy will contain a school-parent compact or agreement that outlines how parents, school staff, and students will share the responsibility of improved student academic achievement and how the school and parents will build and develop a partnership to help students. This compact shall be updated annually with collaboration and feedback from the school's parent community.

#### **Parent Notification Rights and District Communication Obligations:**

The district recognizes its obligation to provide any parent of a student attending a Title I school the following information upon request in a timely manner:

- Whether the student's teacher has met Colorado's qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Whether the student's teacher is teaching under emergency or other provisional status through which Colorado's qualification or licensing criteria have been waived
- Whether the student's teacher is teaching in the field of discipline of the certification of the teacher
- Whether the student is provided services by paraprofessionals and if so, the par's qualifications

Additionally, all schools receiving Title I Funds recognize their obligation to provide the following information to all parents at their school:

**Commented [AS5]:** After going through CDE's resources, I reached out to my ESEA support person at CDE to get some recommendations on how to support schools in making their school level policies (and to just confirm that we would even need school level policy...I'm hoping not)...but if we do I'll need to be able to support principals in building/updating these.

**Commented [AS6]:** This is another part I'm asking the state if this can be the one piece that is updated annually or if it really has to be an entire policy with this included...more to come.

- Information on their student's level of achievement and growth on Colorado's academic assessments
- When/if applicable: Timely notice that their student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher that does not meet Colorado's licensure or certification requirements at the grade level and subject area in which the teacher has been assigned.

**Commented [AS7]:** I felt it was important to add this section to ensure and acknowledge our Title I compliance requirements around parental communication and notifications. It is in rough draft, please give it a look over. Thanks!

Parents will be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents and families can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents, families, and the school.

Adopted by Board: October 27, 2003  
Revised by Superintendent: August 27, 2012

Revised by Superintendent:

**CROSS REFERENCES:**

AE – Accountability/Commitment to Accomplishments  
KD – Public Information and Communications  
JFABD – Students Experiencing Homelessness  
JFABD-R – Students Experiencing Homelessness

**LEGAL REFERENCES:**

20 U.S.C. 6301 et seq. (No Child Left Behind Act of 2001)

Title I, Part A, Section 1112(a) (parent role in development of Title I plan)  
Title I, Part A, Section 1114 (eligible school desiring to operate schoolwide program development of comprehensive plan)  
Title I, Part A, Section 1115 (Targeted Assistance Program must include parent involvement strategies)  
Title I, Part A, Section 1116 (a) (parent and family engagement policy)

Title I, Part A, Section 1112 (e) (information to parents concerning teacher qualifications, assessments and language instruction)  
Title I, Part C, Section 1304 (parent involvement in projects and programs for the education of migratory children)  
Title I, Part A, Section 1114 (b)(2)  
C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)