



Book	Board Policy Manual
Section	900 Community
Title	Title I Parent, Caregiver and Family Engagement
Code	918
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Purpose

The Board recognizes that meaningful parent, caregiver and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents, caregivers and family members, and community.[\[1\]](#)[\[2\]](#)

Definition

Parent, Caregiver and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:[\[1\]](#)

1. Conduct outreach to all parents, caregivers and family members.
2. Include parents, caregivers and family members in development of the district's overall Title I Plan and process for school review and improvement.[\[3\]](#)
3. Include parents, caregivers and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents, caregivers and family members.
 - b. Incorporated into the district's Title I Plan.[\[3\]](#)
 - c. Posted to the district's publicly accessible website.[\[4\]](#)

d. Evaluated annually with parent, caregiver and family involvement.

4. Provide opportunities and conduct meaningful collaborations with parents, caregivers and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents, caregivers and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[\[1\]](#)[\[5\]](#)

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[\[1\]](#)[\[3\]](#)

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents, caregivers and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents, caregivers and family members on the district's website.
3. Including a telephone number for parents, caregivers and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[\[5\]](#)

The building principal and/or Title I staff shall notify parents, caregivers and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.[\[1\]](#)

Parents, caregivers and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. Parents, caregivers and family members are encouraged to engage with their child's school through one or more of these opportunities;[\[1\]](#)

1. Parenting: Providing a supportive home environment for their child's education and development.

2. Communicating: Establishing regular and meaningful communication between home and school.
3. Volunteering: Participating in school activities or their child's classroom through the district's Volunteers in Action (VIA) program or other opportunities.[6]
4. Learning at Home: Supporting their child's learning at home through assistance with homework, learning activities and experiences.
5. Decision-Making: Participating in school decision-making processes or advocating.
6. Collaborating with the Community: Utilizing community resources to support their child and/or family, advocating for community efforts, and/or partnering with local businesses and organization.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents, caregivers and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents, caregivers and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents, caregivers and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[1]

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent, caregiver and family member attendance at meetings through payment of transportation, child care costs or home visits.[1]

The schools shall involve parents, caregivers and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[1][3]

At these meetings, parents, caregivers and family members shall be provided:[1]

1. Timely 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 achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents, caregivers and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

1. Establish meaningful, ongoing two-way communication between the district, staff and parents, caregivers and family members.
2. Communicate with parents, caregivers and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
3. Train personnel on how to collaborate effectively with parents, caregivers and family members with diverse backgrounds that may impede their participation, such as limited

literacy or language difficulty.

4. Distribute and discuss the School-Parent and Family Compact.

If the Title I Plan is not satisfactory to parents, caregivers and family members, the district shall submit any parent, caregiver or family member comments with the plan when the school makes the plan available to the Board.[\[1\]](#)[\[3\]](#)

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent, caregiver and family involvement activities to improve academic achievement and school performance through: [\[1\]](#)

1. Providing assistance to parents, caregivers and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent, caregiver and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[\[2\]](#)[\[7\]](#)
2. Providing material and training to help parents, caregivers and family members work with their children to improve academic achievement and to foster parent, caregiver and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.[\[8\]](#)
 - c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent, caregiver or family member, other reasonable support for parent, caregiver and family engagement activities.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents, caregivers and family members, on the value and usefulness of contributions of parents, caregivers and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent, caregiver and family programs, and build ties between parents, caregivers and family members and the school.[\[9\]](#)
4. To the extent feasible and appropriate, coordinating and integrating Title I parent, caregiver and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents, caregivers and family members in more fully participating in the education of their children.[\[1\]](#)[\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)
5. Engage the PTA/PTO to actively seek out and involve parents, caregivers and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Train parents, caregivers and family members to enhance the involvement of other parents and family members.

7. Adopt and implement model approaches to improving parent, caregiver and family engagement.
8. Establish a district-wide parent, caregiver and family advisory council to provide advice on all matters related to parent, caregiver and family engagement in Title I programs.
9. Engage community-based organizations and businesses in parent, caregiver and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent, caregiver and family engagement strategies with other parent, caregiver and family engagement strategies required by federal, state, and local laws by: [\[1\]](#)[\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)

1. Involving district and program representatives to assist in identifying specific parent, caregiver and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents, caregivers and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program. [\[1\]](#)

The evaluation shall identify: [\[1\]](#)

1. Barriers to parent, caregiver and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents, caregivers and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent, caregiver and family interactions.

The evaluation shall be conducted through:

1. An evaluation of the effectiveness of the content and communication methods through a variety of methods.
2. A parent, caregiver and family member and teacher survey designed to collect data on school level and district-wide parent, caregiver and family engagement outcomes.
3. A parent, caregiver and family advisory council comprised of a sufficient number and representative group of parents, caregivers and family members to adequately represent the needs of the district's Title I population.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent, caregiver and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy. [\[1\]](#)

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents, caregivers and family members a School-Parent and Family Compact outlining the manner in which parents, caregivers and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents, caregivers and family members will build and develop partnerships to help children achieve the state's 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 Title I programs to meet the academic standards.
2. Describe the ways in which parents, caregivers and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[6]
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents, caregivers and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent, caregiver and family engagement activities. Parents, caregivers and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent, caregiver and family engagement activities.[1]

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[1]

1. Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent, caregiver 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, caregivers and family members.[9]
2. Supporting programs that reach parents, caregivers and family members at home, in the community, and at school.
3. Disseminating information on best practices focused on parent, caregiver and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents, caregivers and family members.
4. Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent, caregiver and family engagement.
5. Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

Legal

[1. 20 U.S.C. 6318](#)

2. Pol. 102

[3. 20 U.S.C. 6312](#)

[4. 24 P.S. 510.2](#)

5. Pol. 138

6. Pol. 916

7. Pol. 127

8. Pol. 814

9. Pol. 333

[10. 20 U.S.C. 7845](#)

[11. 29 U.S.C. 3271 et seq](#)

[12. 29 U.S.C. 701 et seq](#)

[13. 42 U.S.C. 11301 et seq](#)

[14. 42 U.S.C. 9831 et seq](#)

15. Pol. 212



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