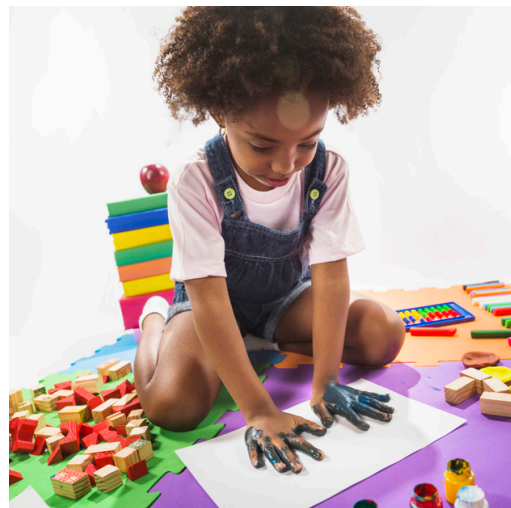


Systemic

FAMILY ENGAGEMENT



A Comprehensive Guide to Implementing an Effective Title I
Parent and Family Engagement Program





This handbook, *Systemic Family Engagement: A Comprehensive Guide to Implementing an Effective Title I Parent and Family Engagement Program*, is designed to guide school and district staff, such as Title I directors/coordinators and family engagement coordinators, through the process of developing and maintaining an effective Title I Parent and Family Engagement Program. The handbook will explain and clarify the requirements of the parent and family engagement provisions of Title I, Part A, Section 1116, Section 1112(e)(3)(C), and Section 1112(e)(4) of the Every Student Succeeds Act (ESSA).

While this handbook is based on the interpretation of the ESSA, the regulations and the guidance issued by the U.S. Department of Education (US ED), the samples and templates included are not intended to be applicable to every situation. These samples are not official templates and, if used, should be adapted to specific school and district requirements. Prior to using them, the Georgia Department of Education (Department) strongly urges that the samples and templates be carefully reviewed for their applicability to the specific facts of the school or the district’s situation. If there is any doubt as to the applicability of the samples, the Department advises each district to consult *legal* counsel.

This handbook will answer many questions regarding Title I parent and family engagement requirements; however, the Department staff also provides various methods of technical assistance throughout the year. Please feel free to contact the Department’s Family-School Partnership Program with any questions or feedback you may have.

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This handbook is organized into eight main sections to provide a comprehensive overview of Title I parent and family engagement regulations as well as effective family engagement resources to assist in strengthening Title I parent and family engagement programs.

Section One

TITLE I, PART A OVERVIEW

This section provides an overview of the strong focus that the ESSA has on parent and family engagement. Included in this section is the purpose of Title I, federal definitions, the responsibilities of the Department's Family-School Partnership Program.

Section Two

INPUT

This section provides Title I schools and districts with a guide for meaningful consultation with parents and family members. Included in this section are Summary of Evaluation Tools, Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation, Checklist for Input, and Annual Evaluation Materials.

Section Three

LEA TECHNICAL ASSISTANCE TO SCHOOLS

This section provides Title I districts with guidance on compliance with section 1116(a)(2)(B) of Title I, Part A of the Every Student Succeeds Act, the requirement of LEAs to provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent and family engagement programs.

Section Four

DISTRIBUTION

This section provides resources for parent notifications required by Title I, Part A in the ESSA. Included in this section are templates for conducting the Annual Title I Parent Meeting to disseminate information and a Checklist for Distribution of required documents.

Section Five

POLICIES

This section provides necessary documentation samples and templates to help schools and districts implement the required provisions of Title I parent and family engagement law, as well as enhance their parent and family engagement programs. Included in this section are parent and family engagement checklists and school and district parent and family engagement policy templates.

Section Six

COMPACTS

This section provides Title I schools and districts with a guide of specific criteria to assist them in understanding and meeting Title I School-Parent Compact compliance monitoring requirements. Included in this section are templates, checklists, and sample compacts.



Section Seven

BUILDING CAPACITY

This section provides a crosswalk of the National PTA Standards for Family-School Partnerships and Section 1116(e) of the Every Student Succeeds Act, Title I, Part A. Also included in this section is a graphic of the Dual Capacity-Building Framework for Family-School Partnerships which the U.S. Department of Education published in 2013.

Section Eight

TITLE I, PART A 1112(E)(3)(A) TITLE I PARENT NOTIFICATION OF STUDENT ELIGIBILITY FOR SUPPLEMENTAL LANGUAGE SUPPORT SERVICES

This section provides guidance to districts on the requirements of section 1112(e)(3)(C).

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TITLE I, PART A Overview



This section provides an overview of the strong focus that the ESSA has on parent and family engagement. Included in this section is the purpose of Title I, federal definitions, the responsibilities of the Department's Family-School Partnership Program.

Purpose of Title I

Title I, Part A is a federally funded program under the Every Student Succeeds Act (ESSA). The purpose of Title I under the ESSA is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. While the ESSA has many requirements, there is a strong focus throughout the law on parent and family engagement notification and involvement, particularly as it relates to:

- » Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
- » Affording parents substantial and meaningful opportunities to participate in the education of their children.

Federal Definitions

The purpose of parental involvement under Title I, Part A is to promote active involvement among local educational agencies (LEAs), administrators, school staff, parents, family engagement coordinators or parent liaisons, community leaders, and other stakeholders working to improve student achievement and promote academic success. LEAs must ensure that strong strategies are in place to:

- » Build capacity to involve parents/stakeholders in an effective partnership with the school.
- » Share and support high student academic achievement.

Parental involvement has been a vital component of Title I in the Elementary and Secondary Education Act (ESEA) since it became law in 1965, but the term itself had never been defined until the 2001 reauthorization of the ESEA when amended by the No Child Left Behind (NCLB) Act. This amendment clarified the term parental involvement as well as lawfully established that parents are the key stakeholders in their children's education. The definition of parental involvement can be found in Section 8101(39) of the ESSA and states:

The term parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring that:

- » Parents play an integral role in assisting their child's learning.
- » Parents are encouraged to be actively involved in their child's education at school.
- » Parents are full partners in their child's education and are included, when appropriate, in decision-making as well as being a part of the advisory committees to assist in the education of their child.
- » Other activities are carried out, such as those described in Section 1116.

This definition, in conjunction with other provisions in the ESSA, set the parameters by which State Educational Agencies (SEAs), LEAs, and schools must implement policies, programs, and procedures to involve parent(s) in Title I Programs (US ED, 2004).

In 2004, the US ED issued *Parental Involvement: Title I, Part A Non-Regulatory Guidance* to assist SEAs, LEAs, and schools in administering the parental involvement provisions of Title I, Part A of the ESEA. This guidance is not intended to be all-inclusive; rather, it answers questions about and clarifies aspects of the law that were brought to the attention of the U.S. Department of Education. To learn more about Title I, Part A parental involvement and to read the non-regulatory guidance, please visit:

<http://www2.ed.gov/programs/titleiparta/parentinvguid.doc>

General SEA Responsibilities Under ESSA

The ESSA requires State Educational Agencies (SEAs) to involve parents and other stakeholders in the development of their plans for implementing federal law. The Department's plan was approved in January 2018 by the U.S. Department of Education.

The ESSA allows SEAs to use the funds they reserve for the administration of Title I, Part A programs to meet their parent and family engagement responsibilities.

Such parent and family engagement responsibilities fall into three general categories:

- 1) Collecting and disseminating information to LEAs and schools regarding effective parent and family engagement practices
- 2) Providing technical assistance to, and monitoring the parent and family engagement policies and practices of LEAs and schools
- 3) Providing notice and information to parents regarding the education of their children

SEAs must ensure that LEAs and schools are made aware of effective parent and family engagement practices. Section 1111(g)(2)(F) of the ESSA states:

Each state plan shall describe how the SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies including those included in the parent and family engagement policy under section 1116.

Thus, it is the responsibility of SEAs to ensure that LEAs and schools are kept abreast of effective parent and family engagement practices to increase the academic achievement of students and to lower existing barriers to parental participation.

In implementing parent and family engagement programs, activities, and procedures, SEAs, LEAs, and schools must comply with federal civil rights laws. Thus, SEAs, LEAs, and schools may not discriminate on the basis of race, color, national origin, sex, disability, or age, consistent with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975.



Family-School Partnership Program

The Georgia Department of Education’s Family-School Partnership Program ensures that Title I, Part A parent and family engagement regulations are met with meaningful and strategic actions to build parent capacity to improve student achievement and promote academic success as mandated by the ESSA. Schools and districts must ensure that strong strategies are in place to both build capacity to involve parents/stakeholders in an effective partnership with the school and to share and support high student academic achievement. The Family-School Partnership Program believes that parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement; therefore, the goal of the Family-School Partnership Program is to increase student achievement by engaging and empowering parents to become actively involved in their children’s education across all grade levels. To achieve this goal, the Family-School Partnership Program:

- » Works with partners in local school districts and throughout Georgia’s communities by supporting and providing effective and practical, research-based practices to equip parents with the best strategies and resources available to help their children succeed in school.
- » Develops and delivers communications to schools and school districts on the factors that influence student success.
- » Creates collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives to provide needed services, supports, and resources to schools, districts, and families.
- » Provides technical assistance, trainings, materials, and professional development opportunities to district and school administrators, family engagement coordinators or liaisons, and other family engagement professionals on parent and family engagement compliance as mandated by law as well as on family engagement strategies.
- » Monitors Title I schools and districts to ensure that schools and districts receiving Title I, Part A funds are in compliance with parent and family engagement requirements by implementing programs, activities, and procedures designed to involve parents through policies and plans.
- » Collaborates and coordinates plans with other Department programs to ensure that parent and family engagement is the focus of various initiatives across the agency and that school districts are equipped with knowledge of these programs to share with parents and their children.

To learn more about the Department’s Family-School Partnership Program and to obtain needed resources, visit our website at: <http://partnerships.gadoe.org>

Every Student Succeeds Act, Title I, Part A, Section 1116

The following is a comparison of the Elementary and Secondary Education Act, Title I, Part A (ESEA), and the Every Student Succeeds Act, Title I, Part A (ESSA). Text that is struck out in gray was removed from the old law. Green text was added to the new law. To read the full text of the ESSA, visit the US ED website at <http://www.ed.gov/essa>

PARENT AND FAMILY ENGAGEMENT

(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL – A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY – Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency’s plan developed under Section 1112, establish the agency’s expectations and objectives for meaningful parent and family involvement, and describe how the agency will:

- (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).
- (B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- (C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- (D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
 - (i) barriers to greater participation by parents in activities authorized by this section (with

particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”

(3) RESERVATION –

(A) IN GENERAL – Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT – Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS – Not less than 90 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part with priority given to high-need schools.

(D) USE OF FUNDS – Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less than 1 of the following:

- (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency 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.
- (ii) Supporting programs that reach parents and family members at home, in the community,

and at school.

- (iii) 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.
- (iv) 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 and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY –

(1) IN GENERAL – Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE – If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) **AMENDMENT** – If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) **PARENTAL COMMENTS** – If the plan under Section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the state.

(c) **POLICY INVOLVEMENT** – Each school served under this part shall:

- (1) Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part and the right of the parents to be involved.
- (2) Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
- (3) Involve parents in an organized, ongoing, and timely way with the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except if a school has in-place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
- (4) Provide parents of participating children:
 - (A) Timely information about programs under this part.
 - (B) 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; and
 - (C) 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 respond to any such suggestions as soon as practicably possible.
- (5) If the schoolwide program plan under Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT** – As a component of the school-level parent and family engagement policy developed under Subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Such compact shall:

- (1) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for



which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

- (2) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - (A) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 - (B) Frequent reports to parents on their children's progress;
 - (C) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - (D) 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.

(e) BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part:

- (1) Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, how to monitor a child's progress, and work with educators to improve the achievement of their children.
- (2) Shall provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.



- (3) Shall educate teachers, specialized instructional support personnel, principals, and 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 work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- (4) Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs 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 to fully participating in the education of their children.
- (5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- (6) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- (7) May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- (8) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- (9) May train parents to enhance the involvement of other parents.
- (10) May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school, to maximize parental involvement and participation.
- (11) May adopt and implement model approaches to improving parental involvement.

supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

- (2) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - (A) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 - (B) Frequent reports to parents on their children's progress;
 - (C) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - (D) 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.

(e) BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part:

- (1) Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, how to monitor a child's progress, and work with educators to improve the achievement of their children.
- (2) Shall provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.



OVERARCHING REQUIREMENTS

Certain provisions of Title I, Part A parent and family engagement law must be addressed by both the local educational agency (LEA) and Title I schools, as they apply to requirements and programs at the district and school-levels. These overarching requirements can be found by reviewing the Compliance Implementation Rubric Rating System on the following pages.

This rubric provides a comprehensive list of the parent and family engagement provisions that districts and schools are required to meet as part of their parent and family engagement programs as well as examples of innovative and exceptional practices. It serves as a tool that will help districts and schools review the requirements and monitor their progress and documentation in implementing parent and family engagement activities, programs, and procedures.

The rubric is not used by the Georgia Department of Education (GaDOE) Cross-Functional Monitoring team and is an optional tool for LEAs and Title I schools to examine their progress. For the Cross-Functional Monitoring Indicators Document, visit the Federal Programs website at: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx> and click on “Federal Programs Monitoring”.

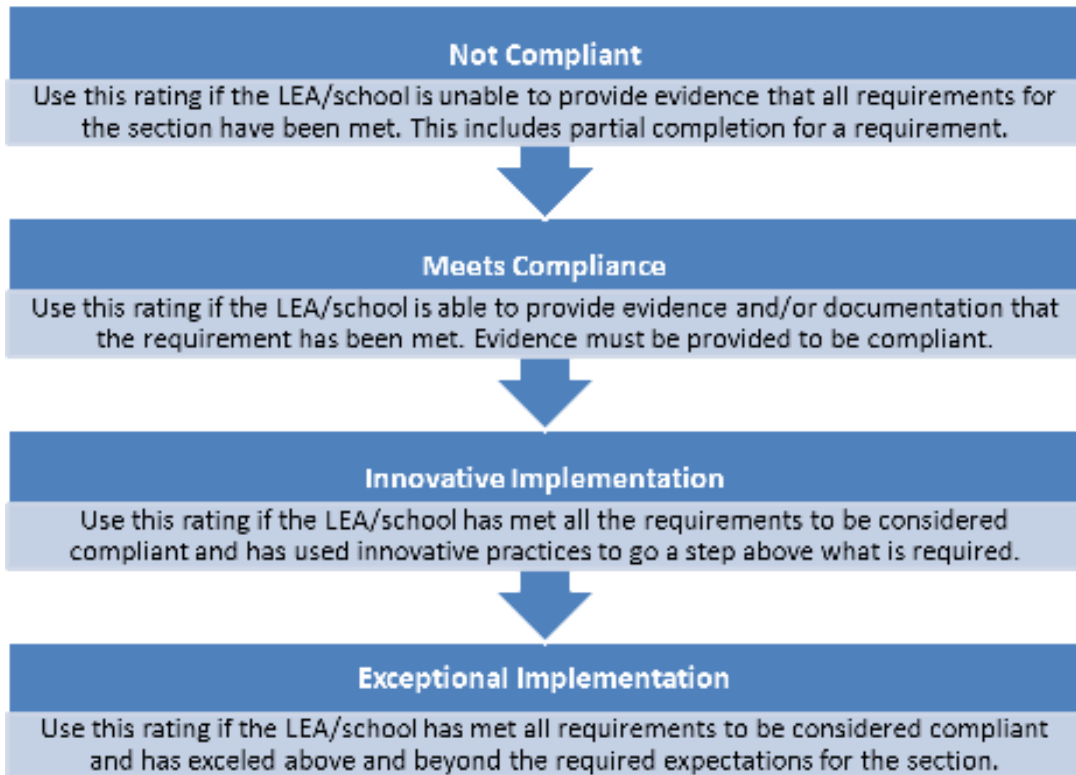
Districts and schools will find information regarding the parent and family engagement budget as part of this section because parent and family engagement funds are allocated at both the district and school-level. For questions about Title I parent and family engagement budgets, visit the Title I, Part A’s Other Resources webpage at: <http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/OtherResources.aspx> or coordinate with your district’s Federal Programs Director to contact the designated GaDOE Title I Area Specialist.

*Compliance Implementation Rubric Rating System
Parent and Family Engagement Budget Survey Sample*

Compliance Implementation Rubric Rating System

These compliance implementation rubrics could be used by Georgia Title I schools and districts to assist them in understanding and meeting Title I parent and family engagement compliance monitoring requirements. In addition, the implementation rubrics will help schools carry out effective and strategic family engagement actions tied to compliance mandates to build parent leadership and capacity. To use:

- 1) Refer to the checked box at the top of each rubric to determine if the family engagement requirement should be completed at the district-level, school-level, or both.
- 2) Read the identified family engagement requirement, and review the listed compliance monitoring documentation – check the boxes for documentation that your program maintains.
- 3) Review the implementation rubric to determine your program’s level of implementation for the identified family engagement requirement.
- 4) Rate each family engagement requirement as Not Compliant, Meets Compliance, Innovative Implementation, or Exceptional Implementation.
- 5) Determine action steps to address each area that does not meet compliance, and enhance current family engagement plans to improve current compliance practices.





Please note that while the innovative and exceptional implementation ratings are reflective of strategic and effective family engagement actions, they are not all-inclusive. Schools and districts are encouraged to implement other innovative and exceptional family engagement actions as well. Use of the rubric on the following pages is optional.

Adapted from New Jersey PIRC. (2010). Title I Parental Involvement A Self-Evaluation Tool for New Jersey Schools. Adapted from California Department of Education. (2011). Family Engagement Framework: A Tool for California School Districts.

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(1) and Section 1116(a)(2)

Local Educational Agency Parent and Family Engagement Policy - Policy Development



DISTRICT LEVEL



SCHOOL LEVEL

A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be **planned and implemented with meaningful consultation with parents and family members of participating children.**

Each local educational agency that receives funds under this part shall **develop jointly** with, **agree on** with, and **distribute** to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under Section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will address Section 1116(a)(2)(A)-(F).

Compliance Documentation

- Copy of LEA parent and family engagement policy with the revision date, month, and year
- Meeting agendas and sign-in sheets from LEA policy meetings (or other input opportunities) with parents
- Proof LEA parent and family engagement policy was distributed in multiple ways (signature sheets, postage receipts, website screen shots, pictures of where the policy is located for pickup, distribution on meeting agendas, etc.)
- Parent feedback in the form of minutes from the LEA policy meetings (or other input opportunities)
- Flyers, website announcements, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to be involved in the development and/or revision of the LEA policy.
- District procedures for how parents are able to provide input on the LEA parent and family engagement policy

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Conduct a meeting (offer other formal and informal opportunities) jointly with parents of Title I programs to develop, discuss, revise, and agree upon the LEA parent and family engagement policy. • Ensure all Title I parents have the opportunity to provide input on the LEA parent and family engagement policy by providing several attempts and ways to gather parent feedback. • Distribute and make available the revised LEA parent and family engagement policy to all parents in multiple ways. 	<ul style="list-style-type: none"> • Establish school improvement efforts and student performance goals as the foundation for developing and revising the LEA parent and family engagement policy. • Utilize parent leaders to co-facilitate the LEA parent and family engagement policy revision meetings each year and then use them throughout the year to summarize and promote successes in student achievement as it relates to the LEA parent and family engagement policy. • Translate the LEA parent and family engagement policy into various languages based on family need. 	<ul style="list-style-type: none"> • Develop a districtwide Title I Parent Advisory Council with parent membership from each Title I school in the district to guide and coordinate family engagement programs throughout the district as outlined in the LEA parent and family engagement policy. • Measure the impact of family engagement on student achievement in the LEA parent and family engagement policy by establishing a plan of work as well as parent-school communications plan with measurable goals.

- Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(A)

Local Educational Agency Parent and Family Engagement Policy - Written Jointly with Parents



DISTRICT LEVEL



SCHOOL LEVEL

Each LEA that receives Title I funds shall involve parents and family members in **jointly developing** the local educational agency plan under Section 1112 and the **development of support and improvement** under paragraphs (1) and (2) of Section 1111(d).

Compliance Documentation

- Copy of LEA parental involvement policy stating how parents will be involved in the Comprehensive Local Educational Agency Improvement Plan (CLIP) and the school improvement plans
- Copy of the CLIP stating how parents are involved in the development of this plan and the school improvement plans
- Meeting agendas and sign-in sheets from the CLIP and school improvement plan meetings (or other input opportunities) with parents
- Parent feedback in the form of minutes from the CLIP and school improvement plan meetings (or other input opportunities)
- Flyers, website announcements, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to be involved in the development and/or revision of the CLIP and school improvement plans

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA parent and family engagement policy stating how all parents of Title I eligible students will be included in the joint development of the CLIP and school improvement plans. • Conduct a meeting (or other formal and informal opportunities) jointly with parents of Title I programs to develop and/or revise the CLIP and school improvement plans. • Ensure all Title I parents have the opportunity to provide input on the CLIP and school improvement plans by providing several attempts and ways to gather parent feedback. 	<ul style="list-style-type: none"> • Distribute and make available the revised CLIP and school improvement plan to all parents in more than two ways. • Hold meetings at each individual school in the district with various standing parent groups, advisory councils, and focus groups (this particular meeting must be open for all Title I parents to attend) to receive feedback on the CLIP and school improvement plans. Present information in a concise and family-friendly manner to receive effective feedback. 	<ul style="list-style-type: none"> • Hold a training for interested parents prior to the formal CLIP and/or school improvement development and review meetings on understanding of the CLIP and school improvement plan templates as well as the process for developing the plans. Coordinate with parent volunteers who will lead small group discussions during the review meetings. Also share strategies for monitoring the CLIP and school improvement goals/objectives on an ongoing basis.

Compliance Implementation Rubrics

Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(B)

Local Educational Agency Parent and Family Engagement Policy – Technical Assistance

DISTRICT LEVEL SCHOOL LEVEL

Each LEA that receives Title I funds 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 and family involvement activities** to **improve student academic achievement and school performance**, which may include meaningful consultation with employees, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Compliance Documentation

- Copy of LEA parent and family engagement policy stating how the LEA will support schools in planning and implementing effective family engagement activities that improve student achievement
- Guidance and communications to schools from the LEA on family engagement requirements, school parent and family engagement policies, school-parent compacts, and family engagement strategies
- Meeting agendas and sign-in sheets from professional development sessions or technical assistance on effective family engagement strategies
- Communication materials and resources provided to schools on effective family engagement strategies
- Presentations or training materials used to provide professional development sessions or technical assistance to schools on effective family engagement strategies

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA parent and family engagement policy stating how the LEA will support schools in planning and implementing effective parent and family engagement activities that improve student academic achievement. • Provide ongoing guidance, professional development and/or technical assistance to schools on effective parent and family engagement practices, school parent and family engagement plans, and school-parent compacts. • Ensure support provided to schools is linked to planning and implementing effective parent and family engagement activities as it relates to increasing student academic achievement. 	<ul style="list-style-type: none"> • Utilize parent participation in the training of school staff on effective family engagement activities and strategies. Parent participation can be in the form of parents as trainers, guest speakers, or part of open-table discussions/forums on how to increase family engagement in the school. • Hold regular or periodic staff trainings on parent and family engagement strategies at staff meetings or professional development days on topics such as creating welcoming school environments, effective two-way, home-school communication, and involving parents in the homework process. 	<ul style="list-style-type: none"> • Conduct an evaluation of school staff to gauge their understanding of the link between parent and family engagement and student achievement. Then use the data to customize webinars, professional development trainings, teaching tip sheets, or other communications to help school staff improve their understanding and abilities to implement effective parent and family engagement academics linked to learning.

Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Compliance Implementation Rubrics

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(C)

Local Educational Agency Parent and Family Engagement Policy - Coordination and Integration of Programs



DISTRICT LEVEL



SCHOOL LEVEL

Each LEA that receives Title I funds shall **coordinate and integrate parent and family engagement strategies** under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

Compliance Documentation

- Copy of LEA parent and family engagement policy stating how the LEA will coordinate and integrate parent and family engagement strategies with programs as described in Section 1116(a)(2)(C)
- Dated meeting agendas and minutes indicating the collaboration and planning processes
- Dated sign-in sheets (indicating person's title and/or role) from partnership meetings
- Partnership agreements with approved organizations describing goals and strategies
- Correspondence (email, letters) between the school and participating programs
- Notification of meetings, such as invitations and flyers encouraging staff and parent attendance
- Written procedures describing the coordination and integration of parent and family engagement programs

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA parent and family engagement policy describing the procedures the LEA will follow to coordinate and integrate parent and family engagement strategies and activities with these required programs. • Distribute and share information with these programs concerning school events and activities for parents that help support student learning and promote academic achievement. • Integrate with identified programs, as stated in the law, by inviting parents of these children to participate in school programs and events focused on improving school transitions for students and families. • Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for parent and family engagement. 	<ul style="list-style-type: none"> • Open school facility space, and invite parent groups from these programs to utilize available space to conduct meetings and activities. • Provide information and resources that support school orientation for parents and students to assist the school transition process. • Establish a school transition team to design and implement academic programs and activities that will determine and improve parents' and students' level of academic preparation. 	<ul style="list-style-type: none"> • Prepare families for a new school year by creating a school orientation video explaining the school and class requirements and educational differences that students and parents can expect to experience. • Allow parents of upcoming students to participate in a guided tour and follow a sample student day. • Deliver educational materials with the help of school staff to the parents and family members of children participating in these programs to provide resources that will academically prepare students and families.

Compliance Implementation Rubrics

- Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(D) and Section 1116(a)(2)(E)

Local Educational Agency Parent and Family Engagement Policy - Annual Evaluation



DISTRICT LEVEL



SCHOOL LEVEL

The LEA must conduct, with the meaningful involvement of parents and family members, **an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under this part**, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents **who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background**); the needs of parents and family members **to assist with the learning of their children, including engaging with school personnel and teachers**; strategies to support successful school and family interactions; and **use the findings of such evaluation to design evidence-based strategies for more effective parental involvement**, and to revise, if necessary, the parent and family engagement policies described in this section.

Compliance Documentation

- Copy of LEA parent and family engagement policy stating how the LEA will conduct an annual evaluation of the content and effectiveness of the LEA parent and family engagement policy
- Flyers, website announcements, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to be involved in the evaluation of the Title I parent and family engagement policy
- Meeting agendas, minutes, and sign-in sheets from evaluation meetings
- Copy of annual Title I parent and family engagement survey with summary of results
- Parent feedback from LEA/school parent evaluation meetings (focus groups, open discussion forums, etc.)

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section of the LEA parent and family engagement policy stating how the district will complete an annual evaluation to review the effectiveness of the parent and family engagement policy. • Survey families or collect other evaluation data annually to evaluate the content and effectiveness of the parent and family engagement policy, inclusive of hard-to-reach or diverse parents. • Use the findings of the evaluations to design more effective parent and family engagement strategies and inform school leadership and decision-makers in the revision of the parent and family engagement policy. 	<ul style="list-style-type: none"> • Invite parents to participate in reviewing evaluation results and action planning. • Expand the collection of evaluation feedback to include feedback from all members of the school community throughout the year — inclusive of teachers, students, administrators, and community members. Share these results with parents and family members. • Evaluation assessments or meetings are provided in a format and language that is transparent and easy for all parents to understand. • In addition to addressing barriers, acknowledge successes in the parent and family engagement policy. 	<ul style="list-style-type: none"> • Provide all evaluation results to the school community, highlighting successes as well as how concerns will be addressed. • Conduct various combinations of evaluation methods — surveys, focus groups, and open discussion forums — to provide parents with multiple ways to provide feedback on the parent and family engagement policy. • Include program evaluation within the parent and family engagement policy.

Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(F)

Local Educational Agency Parent and Family Engagement Policy – Involvement of Parents



DISTRICT LEVEL



SCHOOL LEVEL

Each LEA that receives funds under this part shall **involve parents in the activities of the schools** served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Compliance Documentation

- Copy of LEA parent and family engagement policy stating how the LEA will involve parents and family members in the activities of the Title I schools.
- Copy of the school parent and family engagement policy explaining how parents and family members will be involved in the activities of the Title I schools.

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA parent and family engagement policy stating how the LEA will involve parents in the parent and family engagement activities of the school. • Ensure that all Title I schools involve parents and family members in the parent and family engagement activities and requirements under the law. 	<ul style="list-style-type: none"> • Establish a plan of work for the LEA to utilize throughout the year to provide ongoing and meaningful assistance to schools to ensure schools are utilizing the most up-to-date and relevant strategies to involve parents and family members in the activities of the Title I schools. • Establish a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. 	<ul style="list-style-type: none"> • Develop a districtwide Parent Leadership Academy that trains parents from each Title I school in the district. Implement a curriculum that helps these parents develop their leadership skills to assist the schools in recruiting active involvement of other parents in the parent and family engagement activities of their individual schools.

Compliance
Implementation Rubrics

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

**Every Student Succeeds Act (ESSA), Title I, Part A
Section 1116(a)(3)(A), Section 1116(a)(3)(C), and Section 1116(a)(3)(D)**

Title I Parent and Family Engagement Funding Allocations



DISTRICT LEVEL



SCHOOL LEVEL

Each local educational agency shall **reserve at least 1 percent of Title I funds** to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section. **Not less 90 percent of the funds reserved shall be distributed to participating Title I schools, with priority given to high-need schools.**

Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out **activities and strategies consistent with the local educational agency’s parent and family engagement policy**, including not less than 1 of the following:

- (i) Supporting schools and nonprofit organizations in providing **professional development** for local educational agency 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.
- (ii) Supporting programs that **reach parents and family members at home, in the community, and at school.**
- (iii) 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.**
- (iv) 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 and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are **appropriate and consistent with such agency’s parent and family engagement policy.**

(NOTE: Local educational agencies with a Title I, Part A allocation of \$500,000 or less must carry out the provisions of Section 1116 but are not required to reserve any specific amount from their Title I, Part A allocation to do so.)

Compliance Documentation

- Approved Title I budget
- Evidence that 1 percent of the Title I budget is set aside for parent and family engagement
- Formula by which 90 percent of the funds were determined and distributed to all Title I schools
- Parent and family engagement set-aside tab on the consolidated application
- Districtwide Parent Activity Project Assurance form

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Dedicate at least 1 percent of Title I funds for parent and family engagement activities, unless the district’s Title I, Part A allocation is \$500,000 or less. 	<ul style="list-style-type: none"> • Reserve greater than 1 percent of the Title I allocation for parent and family engagement activities. • Set and expend an adequate budget for parent and family engagement programs and activities utilizing the meaningful suggestions and input provided by parents and families for students receiving Title I services. 	<ul style="list-style-type: none"> • Make additional funds available throughout the year for parent and family engagement activities (with approved budget amendments) at the request of parents and school staff when funding is available.

(Continued on next page)

<ul style="list-style-type: none"> • Distribute 90 percent of the Title I parent and family engagement 1 percent set-aside directly to participating Title I schools. (Title I principals may agree to pool all or part of their school parent and family engagement allocation for a district level parent and family engagement activity/project. If so, Title I principals must sign the Districtwide Parent Activity Project Assurance form validating that they choose to pool all or a part of their school parent and family engagement allocation for district level use without coercion.) 	<ul style="list-style-type: none"> • Educate district and school administrators as well as school staff on the funding set aside for parent and family engagement. 	<ul style="list-style-type: none"> • Hire a full-time family engagement coordinator with part of its parent and family engagement set-aside who is responsible for carrying out Title I, Part A parent and family engagement regulations while implementing evidence-based parent and family engagement strategies to build parent and school staff capacity.
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Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(3)(B)

Parent Input into the 1 Percent Parent and Family Engagement Set-Aside



DISTRICT LEVEL



SCHOOL LEVEL

Parents and family members of children receiving Title I services shall **be involved in the decisions** regarding how funds reserved for Title I parent and family engagement are **allotted for parental involvement activities**.

Compliance Documentation

- Evidence that all parents of children receiving Title I services have the opportunity to provide input into how parent and family engagement funds are spent
- Detailed meeting agendas and sign-in sheets from meetings where parents provided input into the parent and family engagement budget
- Title I parent and family engagement survey questions and responses about the parent and family engagement budget
- Detailed minutes and evaluations with parent feedback regarding the use of funds for parent and family engagement
- Handouts or comment cards advertising and/or soliciting parent feedback on the use of funds for parent and family engagement
- Flyers, website announcements, social media, message recordings, or other meeting advertisements showing that all parents and family members of children receiving Title I services had the opportunity to provide input into how involvement funds are spent
- Pictures, presentation slides, videos, or handouts used to share information about the parent and family engagement budget and to engage parents and family members in meaningful conversation about the budget.

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include all parents and family members of children receiving Title I services in the opportunity to be involved in making decisions regarding how funds are allotted as well as the development of programs for parent and family engagement activities. • Ensure all parents and family members of children receiving Title I services are informed of when they have opportunities to be involved and their right to be involved in the budgeting and use of parent and family engagement funding. 	<ul style="list-style-type: none"> • Actively promote and dedicate time at various parent meetings to explain the parent and family engagement budget, the reasoning for why things are done, and ask/guide parents and family members through engaging questions on what they would or would not like to see in the meeting to capture meaningful feedback. • Consider all parent ideas or requests regarding the parent and family engagement budget, and take time to explain to all parents and families why or why not their requests for the parent and family engagement budget can or cannot be incorporated. • Provide various times, places, and ways for parents to provide input on the parent and family engagement budget. 	<ul style="list-style-type: none"> • Develop a video using parents and family members of students receiving Title I services to explain the importance of Title I funds, what Title I parent and family engagement funds are used for, and ways parents can share their thoughts and ideas on the Title I parent and family engagement budget after viewing or listening to the presentation. Post the video on the school website and show it at parent meetings. • Invite all parents and family members to roundtable discussions on the parent and family engagement budget. Utilize community events regularly attended by parents of children receiving Title I services to solicit parent input into the parent and family engagement budget.

(Continued on next page)

Meets Compliance	Innovative Implementation	Exceptional Implementation
		<ul style="list-style-type: none"> • Create comment cards on the parent and family engagement budget that help guide parents and families on the type of meaningful input sought. Use these cards at various parent meetings to guide conversation.

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(b)(1)

School Parent and Family Engagement Policy – Written Policy Development

DISTRICT LEVEL SCHOOL LEVEL

Each school that receives Title I funds shall **develop jointly** with, and **distribute to**, parents and family members of participating children a written parent and family engagement policy, **agreed on** by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be **made available** to the local community and **updated periodically** to meet the changing needs of parents and the school.

Compliance Documentation

- Copy of school-level parent and family engagement policy with the revision month, date, and year
- Meeting agendas and sign-in sheets from school policy meetings or other opportunities provided to collect parent input and feedback on the school-level parent and family engagement policy
- Proof that school-level parent and family engagement policy was distributed in multiple ways
- Parent feedback in the form of minutes from the school policy meetings
- Invitations, flyers, website announcements, message recordings, or other meeting advertisements informing parents of the opportunity to participate in the development, review, and approval of the school policy
- School procedures for parents to provide input on the school parent and family engagement policy

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Conduct a meeting (or offer other formal and informal opportunities) for parents and family members of children in Title I programs to develop, discuss, revise, and agree upon the school parent and family engagement policy on an annual basis. • Ensure all Title I parents and family members have the opportunity to provide input on the school parent and family engagement policy by offering several attempts and ways to gather parent feedback. • Distribute and make available the revised school parent and family engagement policy to all parents in multiple ways annually. 	<ul style="list-style-type: none"> • Hold smaller parent and community meetings, gatherings, or retreats, and invite the whole family to discuss academic progress at the school level in relation to school goals and the school parent and family engagement policy. • Bridge the parent and family engagement gap in the school by strategically reaching out to underrepresented families to obtain their feedback and suggestions on the school parent and family engagement policy. 	<ul style="list-style-type: none"> • Assemble a school community team comprised of parent, community, and school leaders to guide and coordinate parent and family engagement programs as outlined in the school parent and family engagement policy. • Measure the impact of parent and family engagement on student achievement in the school parent and family engagement policy by connecting the planned activities and goals of the program with the intended schoolwide change.

Compliance Implementation Rubrics

Not Compliant Meets Compliance Innovative Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(1)

School-Level Policy Involvement – Annual Title I Parent Meeting

DISTRICT LEVEL SCHOOL LEVEL

Each school served under this part shall convene an **annual meeting**, at a **convenient time**, to which **all parents** of participating children shall be invited and encouraged to attend, to **inform** parents of their **school’s participation under this part and to explain that requirements of this part**, and the **right of parents to be involved**.

Compliance Documentation

- Copy of the school parent and family engagement policy describing how the school will convene an annual meeting, at a convenient time, for all Title I parents to learn about the requirements listed in Section 1116(c)(1)
- Evidence that parents were informed of the Title I plan and Title I requirements as well as their rights to be involved in the school
- Detailed meeting agendas and sign-in sheets from Annual Title I Parent meeting(s)
- Evidence that transportation or child care was provided for the meeting if determined necessary by school’s parent and family engagement evaluations/surveys.
- Title I Annual Meeting minutes and evaluations with parent feedback
- Evidence that the school holds the Annual Title I Parent Meeting separately or before/after other meetings
- Evidence that the Annual Title I Parent Meeting was held at a convenient time for parents.
- Flyers, website announcements, message recordings, or other Annual Title I Parent Meeting advertisements
- Pictures, presentation slides, or handouts provided at Annual Title I Parent Meeting

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the school-level parent and family engagement policy describing how the school will convene an annual meeting for all Title I parents. • Have each Title I school hold an Annual Title I Parent Meeting for all parents of participating students to inform parents about the Title I plan and explain the Title I requirements. (For a detailed list of all Annual Title I Parent Meeting topic requirements, please reference the Georgia Department of Education’s traditional meeting sample agenda.) • Ensure the Annual Title I Parent Meeting is held separately from or before/after other school meetings at a convenient time and is advertised as such. 	<ul style="list-style-type: none"> • Involve parents in the training, design, and delivery of the Title I Annual Parent Meeting. • Include parents, students, other key staff, or community partners in the advertising or delivery of the Title I Annual Parent Meeting. • Offer a Title I Annual Parent Meeting in a central location outside of school, such as a community or faith-based organization or neighborhood center. • Hold a flexible number of Title I Annual Parent Meetings at various times and in varying formats. 	<ul style="list-style-type: none"> • Develop an online Annual Title I Parent Meeting training or information session. Deliver it via the school website by video or webcast. • Develop a detailed Title I Parent Guide to share with parents at the Annual Title I Parent Meeting. Reference the guide often and in other Title I parent meetings throughout the year.

Compliance Implementation Rubrics

Not Compliant Meets Compliance Innovative Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(2)

School-Level Policy Involvement - Flexible Meetings



DISTRICT LEVEL



SCHOOL LEVEL

Each school served under this part shall **offer a number of flexible meetings**, such as meetings in the morning or evening, and may provide, with funds provided under this part, **transportation, child care, or home visits**, as such services relate to parental involvement.

Compliance Documentation

- Copy of school parent and family engagement policy describing the various parent meetings that the school will offer and, if applicable, the services provided by the school to increase parent attendance
- Dated agendas and minutes from various meetings and activities for parents
- Dated sign-in sheets (indicating person's title and/or role)
- Invitations, flyers, website announcements, message recordings, or other meeting advertisements informing parents of the different meetings and activities provided by the school
- Materials, resources, or copies of presentations used during meetings
- Parent feedback from the school policy meeting and/or other evaluations from parent meetings and activities

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the school-level parent and family engagement policy describing how the school will offer various meetings and provide services to allow parent attendance and participation. • Convene various meetings for parents throughout the school year that will enable parents to provide input on the development of parent and family engagement programs and participate in parent and family engagement activities. • Determine the appropriate use of funds to offer transportation services, child care assistance, or home visits as different measures to further improve parent and family engagement. 	<ul style="list-style-type: none"> • Develop and publish a yearlong calendar that describes the different in-person and online parent meetings and events the school will plan and design to meet the needs of the parents and the requirements described in the school parent and family engagement policy. • Remove possible barriers to participation by coordinating with district offices to operate transportation services for families to attend parent and family engagement activities and meetings. • Plan to hold the same meeting on different days or scheduled at multiple times to provide parents with the best option for them to attend at the most convenient time. 	<ul style="list-style-type: none"> • Collaborate with community groups and organizations to conduct combined meetings with parents intended to build effective partnerships between the school, community, and families. • Create a mobile outreach team designed and trained to complete informational parent meetings with families in their homes. • Establish a schoolwide Parent Advisory Council to implement and coordinate parent and family engagement programs and meetings.

Compliance Implementation Rubrics

Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(3)

School-Level Policy Involvement – School Parent and Family Engagement Plan and Schoolwide Plan

DISTRICT LEVEL SCHOOL LEVEL

Each school that receives Title I funds shall **involve parents**, in an **organized, ongoing, and timely way**, in the **planning, review, and improvement of programs** under this part, including the planning, review, and improvement of the **school parent and family engagement policy** and the joint development of the **schoolwide program plan** under Section 1114(b), except that if a school has a process in place that involves parents in the joint planning and design of the school’s programs, the school may use that process, if such process includes an adequate representation of the parents of participating children.

Compliance Documentation

- Copy of school-level parent and family engagement policy describing how the school will involve parents in the development, review, and improvement of Title I programs and plans
- Meeting agendas and sign-in sheets from meetings and events scheduled to gather parent input and recommendations on the Title I programs and plans
- Proof that school-level parent and family engagement policy was distributed in multiple ways to parents
- Meeting minutes describing parent feedback received on the parent and family engagement policy and schoolwide plan
- Flyers, website announcements, message recordings, or other meeting advertisements letting all parents about the opportunities to be engaged in the development and/or revision of the policies and plans
- Procedures for parents to provide input on the school parent and family engagement policy and schoolwide plan

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the school-level parent and family engagement policy describing how the school will involve all parents in the development, review, and improvement of the Title I programs and plans. • Invite all parents to participate in the development, review, and improvement of the school parent and family engagement policy and the schoolwide plan. • Provide parents with the opportunity to evaluate and provide feedback on all parent and family engagement programs and activities. • Share the school parent and family engagement policy and schoolwide plan with all parents and the community in multiple ways. 	<ul style="list-style-type: none"> • Make the school parent and family engagement policy and schoolwide plan available during all parent activities and events to demonstrate the connection between the plans, actions, and strategies described in the plans. • Provide routine updates for parents and school staff during meetings or through written correspondence about the progress made toward implementing and executing the expectations outlined in the school parental involvement policy and Title I schoolwide plan. • Plan breakout sessions or activity stations during larger school events on various parts of the school parent and family engagement policy and Title I schoolwide plan to encourage parent feedback through more manageable groups and interactive conversations. 	<ul style="list-style-type: none"> • Develop a clear written description of all the different roles and opportunities for parents to be engaged and participate in the school, including concrete definitions and examples of the various ways parents can help support the school and their children. • Partner with local businesses and community organizations to provide resources and advertisement to promote parent and family engagement activities. • Notify parents and family members of their child’s achievements as well as schoolwide successes related to the schoolwide program and the school parent and family engagement policy.

Compliance Implementation Rubrics

Not Compliant Meets Compliance Innovative Exceptional

Notes:

**Every Student Succeeds Act (ESSA), Title I, Part A
Section 1116(c)(4)(A)**

**School-Level Policy Involvement -
Timely Information**

DISTRICT LEVEL

SCHOOL LEVEL

Each school that receives Title I funds shall **provide parents** of participating children **timely information** about programs under this part.

Compliance Documentation

- Copy of school-level parent and family engagement policy describing how the school will provide all parents and family members information about the Title I programs and meetings
- Newsletters, flyers, letters to parents, invitations indicating that parents were given information about programs, meetings, or other events in a timely manner
- Information posted on school website as a resource for parents and family members
- Dated meeting agendas and minutes indicating opportunities for parent and family engagement
- School calendars given or available online to parents describing important dates and events

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the school-level parent and family engagement policy stating how the school will provide all parents with timely information about Title I programs. • Ensure that parent information required by Title I are sent in a timely manner at the beginning of the school year (prior to November 1st) and additional school information for parents is distributed in timely manner to allow for sufficient notification and preparation for all parents. • Ensure that the necessary information is received by parents by providing updates, notices, information, policies, and other correspondence in multiple ways. 	<ul style="list-style-type: none"> • Develop a school newsletter that is made available to parents in multiple ways informing them about upcoming events and parent activities. • Create a school communications team comprised of school members and community representatives that is capable of ensuring all schoolwide information is released in the most appropriate manner to all audiences. • Survey all parents at the beginning of year asking about their preferred method of communication. Throughout the school year deliver information to them accordingly to their preferred communication method. 	<ul style="list-style-type: none"> • Utilize social media and online initiatives to communicate more effectively and consistently with parents and community groups. • Partner with local media outlets to cover school and parent activities to enhance the participation of families and community organizations. • Educate staff on the different ways to share information with parents and proven methods to increase communication with parents and family members.

Compliance Implementation Rubrics

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(4)(B)

School-Level Policy Involvement - Description of Curriculum, Assessments, and Achievement Levels



DISTRICT LEVEL



SCHOOL LEVEL

Each school served under this part shall provide parents of participating children a **description and explanation** of the **curriculum** in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards.

Compliance Documentation

- Copy of school-level parent and family engagement policy describing how the school will provide all parents with information about the curriculum, the forms of academic assessments, and the achievement levels of the challenging State academic standards
- Dated meeting agendas and minutes illustrating opportunities for parents to learn about the curriculum and achievement levels
- Dated sign-in sheets (indicating person’s title and/or role) demonstrating parent participation in meetings or activities that were held to provide parents with the information required in Section 1116(c)(4)(B)
- Presentations used during workshops or other activities to explain the school curriculum, assessments, and achievement levels
- Flyers, newsletters, invitations, and other announcements telling parents about the opportunities to obtain information about the school curriculum, assessments, and achievement levels
- Brochures created by the school or district to share with parents as a resource
- School website directing parents to additional resources and information about curriculum, assessments, and achievement levels

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the school-level parent and family engagement policy describing how the school will provide parents with information about the curriculum, assessments, and the achievement levels of the challenging State academic standards. • Share information with all parents of children in Title I programs about the school curriculum, assessments, and the challenging State academic standards students are expected to meet. 	<ul style="list-style-type: none"> • Offer a series of parent classes designed to provide parents with an opportunity to experience the same curriculum being taught to their children, including sample test questions and classroom activities aligned with the State academic standards. • Publish periodic reports for parents on the progress of their children to communicate the combined effort toward reaching student academic achievement goals. • Develop an informative presentation to share with parents at appropriate meetings, and make it available online to help parents better understand the school curriculum and assessments. 	<ul style="list-style-type: none"> • Schedule various showcase events throughout the year, such as “Curriculum Competitions” or student performances, to display examples of student work representative of the school curriculum that demonstrates student progress. • Train staff on the benefits and strategies to develop homework assignments and lessons for students that will encourage parent participation at home to increase awareness of classroom instruction and test preparation.

Meets Compliance	Innovative Implementation	Exceptional Implementation
		<ul style="list-style-type: none"> • Create a family-friendly document, such as a brochure or pamphlet, or a video that explains the school curriculum, assessments, and the achievement levels of the State academic standards that all students are expected to meet.

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(4)(C)

School-Level Policy Involvement - Opportunity for Regular Meetings

DISTRICT LEVEL SCHOOL LEVEL

Each school that receives Title I funds shall provide parents of participating children, 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 respond to any such suggestions** as soon as practicably possible.

Compliance Documentation

- Copy of the school-level parent and family engagement policy describing the procedures the school will follow to provide parents with the opportunity to request meetings and respond to parent suggestions
- Dated minutes from meetings with parents demonstrating the opportunity for parents to formulate suggestions and participate in decisions relating to their child’s education
- Dated sign-in sheets indicating person’s title and/or role from parent meetings
- Letters to parents informing them of the process and opportunity to request meetings with the school
- Evaluations from parent meetings, workshops, and other events indicating parent suggestions and feedback
- Flyers, invitations, notices, letters and other notifications used to inform parents of the process and to request meetings with the school

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the school parent and family engagement policy stating how the school will establish procedures and opportunities for parents to request meetings. • Notify parents of their rights to request opportunities for regular meetings to formulate suggestions and make decisions relating to the education of their children. • Provide parents with required notifications of parents’ rights to participate in the development and review of parent and family engagement policies and programs. • Respond to parents’ concerns and requests in a timely and appropriate manner reflective of the method of communication in which the concern or request was received. 	<ul style="list-style-type: none"> • Establish and advertise a regular schoolwide meeting time with the necessary school personnel that is convenient for parents to attend and to offer input on the school’s plans and progress. • Maintain regular communication with all parents through the school website, email, phone messages, and newsletters so parents are well informed about upcoming events and current opportunities to be involved. • Advertise and offer different dates and times for parent and family engagement meetings and events to encourage parent and family engagement and increase opportunities for parents and family members to attend. 	<ul style="list-style-type: none"> • Create a schoolwide comment form for parents to be used at all appropriate school meetings and events that is also available on the school website to solicit parent feedback and opinions on a regular basis. • Follow up with parents who attend a school meeting or event by email, phone call, or text message to determine their level of satisfaction and encourage future engagement. • Develop multiple ways such as phone conferences, online chat sessions, and regular meetings for parents to provide input and ask questions.

Compliance Implementation Rubrics

Not Compliant Meets Compliance Innovative Exceptional

Notes:

Elementary and Secondary Education Act (ESSA), Title I, Part A Section 1116(d)(1) and Section 1116(d)(2)(A)-(D)

Shared Responsibilities for High Student Academic Achievement – School–Parent Compact



DISTRICT LEVEL



SCHOOL LEVEL

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT - As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall **jointly develop** with parents for all children served under this part a **school-parent compact** that outlines how **parents, the entire school staff, and students will share the responsibility** for improved student academic achievement and the means by which the school and parents will **build and develop a partnership** to help children achieve the State’s high standards. Such compact shall:

- (1) Describe the **school’s responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part **to meet the challenging State academic standards**, and the ways in which **each parent** will be responsible for **supporting child’s learning**, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- (2) Addresses the importance of **communication** between **teachers** and **parents** on an **ongoing basis** through, at a minimum:
 - (A) **Parent-teacher conferences in elementary schools**, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.
 - (B) **Frequent reports** to parents on their **children’s progress**.
 - (C) **Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities**.
 - (D) 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.

Compliance Documentation

- Copy of school parent and family engagement policies describing how the school, parents, and students will jointly develop a school-parent compact for improved student academic achievement
- Copy of school-parent compact with all necessary compact requirements (see above)
- Evidence that the school-parent compact was developed jointly with parents (e.g. meeting agendas, meeting minutes, sign-in sheets, correspondences)
- Evidence that the school-parent compact was shared and utilized as a tool with all Title I parents
- Flyers, website announcements, message recordings, or other school-parent compact parent meeting advertisements/feedback opportunists
- Pictures, presentation slides, or handouts from school-parent compact meetings

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the school-level parent and family engagement policy describing how the school, parents, and students will jointly develop the school-parent compact. • Have a school-parent compact uniquely developed for the school. 	<ul style="list-style-type: none"> • Utilize the school-parent compact as a tool throughout the school year to evaluate the compact process and remind parents, students, and the school of their commitment to assist students in meeting district and school academic achievement goals. 	<ul style="list-style-type: none"> • Develop a school-parent compact for each grade level or content area (for high school students) that is linked to student learning and success.

(Continued on next page)

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Ensure each school-parent compact addresses the necessary requirements (please refer to the school-parent compact checklist for a full list of requirements). • Develop a school-parent compact jointly with parents (all parents of participating Title I students must have the opportunity to provide input/feedback), students, and school faculty and staff. • Distribute school-parent compacts to parents, students, and school representatives for signatures and review. • Ensure each school-parent compact is signed and dated from each parent, student, and school representative. 	<ul style="list-style-type: none"> • Work with parents to evaluate commitments, and determine how successful each party was throughout the school year in honoring the compact. • Provide parents with a copy of the compact once all signatures have been obtained. 	<ul style="list-style-type: none"> • Involve community members in the development of the school-parent compact. • Develop videos and other tools that demonstrate what meaningful compact relationships and meetings entail.

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(1)

Building Capacity for Involvement – Providing Information to Parents



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall **provide assistance** to parents of children served by the school or local educational agency, as appropriate, in **understanding** such topics as the **challenging State academic standards, State and local academic assessments, the requirements of this part**, and how to **monitor a child’s progress** and **work with educators** to improve the achievement of their children.

Compliance Documentation

- Copy of LEA and school parent and family engagement policies describing how parents will receive assistance in understanding the topics required in Section 1116(e)(1)
- Dated agendas and meeting minutes focused on educating parents about the different topics as described in Section 1116(e)(1)
- Dated sign-sheets (indicating person’s title and/or role) demonstrating parent participation
- Newsletters, flyers, invitations, website announcements, or other advertisements letting all Title I parents know about the opportunities to learn about the topics outlined in Section 1116(e)(1)
- Copies of handouts, brochures, and other materials and resources given to parents
- Schedule of parent education activities, trainings, classes, workshops, or other events offered by the school

Compliance Rubrics Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA and school parent and family engagement policies describing how parents will receive assistance in understanding the state academic standards, academic assessments, and how to monitor a child’s progress. • Provide parents with information about the state-adopted standards. • Offer opportunities for parents to learn about state and local academic assessments. • Educate parents about how to monitor their child’s progress and how to work with educators. 	<ul style="list-style-type: none"> • Engage parents in the development of educational classes for each grade level designed to help parents understand the corresponding subjects and assessments. • Gather feedback from parents to determine their specific understanding of the state academic standards and school curriculum, so the school can provide necessary resources and materials. • Conduct staff training on different ways district and school personnel can effectively share school information with parents and communicate with parents about their child’s progress. 	<ul style="list-style-type: none"> • Develop and encourage parent leaders who have received the training to teach the classes to other parents to learn more about the required academic topics. • Coordinate events, such as “Student for a Day” or a “Parent Walk Through”, to allow parents the opportunity to appreciate and learn what their children are learning during the school day. • Create a schoolwide performance and showcase event highlighting and displaying student work and progress with parents in relationship to the academic standards and school curriculum.

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Meets Compliance	Innovative Implementation	Exceptional Implementation
		<ul style="list-style-type: none"> Hold group parent-teacher conferences either by grade level, subject area, or upcoming assessment that shares data with parents about their child's academic achievement and provides them with concrete tasks on key academic focus areas that they can work with their child on to improve their academic achievement.

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(2)

Building Capacity for Involvement – Providing Materials and Training for Parents



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall **provide 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.

Compliance Documentation

- Copy of LEA and school parent and family engagement policies stating how parents will be provided with the materials and training to help work with their children to improve academic achievement
- Dated agendas and meeting minutes demonstrating activities to provide parents with support and assistance
- Dated sign-in sheets (indicating person’s title and/or role) illustrating parent participation
- Flyers, invitations, announcements, and other notices letting all Title I parents know about the available resources to help them assist their children academically
- Newsletters providing parents with information to help them work with their children at home
- Handouts, training materials, and resources distributed to parents
- Record of parent feedback used to determine most effective content curriculum for workshops or classes

Meets Compliance

Innovative Implementation

Exceptional Implementation

- Include a section in the **LEA and school parent and family policies** stating how parents will be provided with the **materials and training** to help work with their children.
- **Provide materials** for parents to learn how to work with their children to improve their children’s academic achievement.
- Plan **classes or other trainings** that will educate parents and give them the knowledge to further support their children’s education.
- Offer classes, such as **literacy training**, understanding the **use of technology**, and the harms of copyright piracy for parents to gain the necessary knowledge and skills to work with their children.

- Develop educational classes for students and parents to attend together that will provide them with information to continue the learning process at home.
- Help schools establish accessible and convenient resource centers that parents can visit to obtain resources and materials that will help them to improve their children’s academic achievement.
- Coordinate with different community organizations and groups to advertise and offer the necessary parent classes in various locations throughout the school community.

- Create parent guides that align with the classroom instruction to bridge student learning at school with the parent support at home.
- Train teachers on the development of interactive homework and assignments that allow and encourage parent support and participation outside of school.
- Design an online library of resources, links, and materials for schools and parents to easily access and learn the latest information and strategies to promote student success.

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(3)

Building Capacity for Involvement – Staff Training



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall **educate teachers, specialized instructional support personnel, principals, and 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 with, and work with** parents as equal partners, **implement and coordinate** parent programs, and **build ties between parents and the school**.

Compliance Documentation

- Copy of LEA and school parent and family engagement policies describing how faculty and staff will receive the training education about the parent and family engagement requirements described in Section 1116(e)(3)
- Dated meeting agendas and minutes indicating staff development conducted to explain the requirements listed in Section 1116(e)(3)
- Dated sign-in sheets (indicating person’s title and/or role) documenting school faculty and staff participation
- Copy of professional development materials about family engagement used by the district and schools
- Communication to faculty and staff discussing materials and resources on effective family engagement
- Emails, letters, memos, flyers, handouts, and other methods of communication between faculty and staff
- Evidence how the district and schools implement professional development activities/staff assignments
- Parent and staff evaluations and feedback used to improve and revise trainings

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA and school parent and family engagement policies stating how faculty and staff will be educated on the parent and family engagement requirements outlined in Section 1116(e)(3). • Provide staff with in-service training on communicating and working with parents as partners to implement and coordinate parent programs. • Develop, with the assistance of parents, professional development materials and resources to educate staff about parent and family engagement. • Encourage and train staff on the value and utility of parents to build ties between parents and the school. 	<ul style="list-style-type: none"> • Invite parents to speak with school staff and faculty to share a parent perspective and personal experiences on successful methods to develop effective school and parent partnerships. • Build regularly scheduled, at least quarterly, staff development classes highlighting different ways the district, schools, and parents can work together to obtain goals. • Encourage communication between the district and schools to consistently share, in multiple ways, best practices and ideas on how to effectively reach out to parents in a meaningful and productive manner. 	<ul style="list-style-type: none"> • Work with parents to develop educational videos that document the different cultures and lifestyles of families, so faculty and staff can gain a better understanding of the school community. • Include effective parent and family engagement practices as strategies the district and school use to achieve district and school improvement goals. • Conduct community field trips for school members to visit families in their neighborhoods and develop relationships.

Compliance Implementation Rubrics

Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(4)

Building Capacity for Involvement - Coordination and Integration of Programs



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall, to the extent feasible and appropriate, **coordinate and integrate parent involvement programs 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 in more fully participating in the education of their children**.

Compliance Documentation

- Copy of LEA and school parent and family engagement policies describing how the school will coordinate and integrate parent and family engagement strategies with programs described in Section 1116(e)(4)
- Dated agendas and meeting minutes from activities, collaboration, and planning processes
- Dated sign-in sheets (indicating person's title and/or role) documenting meeting attendance
- Partnership agreements with approved organizations describing goals and strategies
- Notification of meetings between schools and programs listed in Section 1116(e)(4)
- Written procedures describing the coordination and integration of Parent and Family Engagement Programs
- Parent sign-in sheet recording use of the parent resource center
- List of available resources and other advertisements including hours of operation for parent resource center

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA and school parent and family engagement policies describing how the school will coordinate and integrate parent and family engagement activities with programs listed in Section 1116(e)(4). • Distribute and share information with these programs concerning school events and activities for parents that help support student learning and promote academic achievement. • Integrate with identified programs as stated in the law by inviting parents of these children to participate in school programs and events focused on improving school transitions for students and families. 	<ul style="list-style-type: none"> • Open school and district facility space and invite parent groups from these programs to utilize available space to conduct meetings and activities. • Provide information and resources to support school orientation for parents and students to assist in successful student transitions to school. • Establish a school transition team to design and implement programs and activities that create a welcoming and supportive environment and prepare students and families for transition. 	<ul style="list-style-type: none"> • Prepare families for a new school year by creating a school orientation video explaining the school and class requirements and educational differences that students and parents can expect to experience. • Allow parents of upcoming students to participate in a guided tour and follow a sample student day. • Deliver educational materials with the help of district and school staff to the parents of children participating in these programs to provide resources that will prepare students and parents academically.

Compliance Implementation Rubrics

(Continued on next page)

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for parent and family engagement. 	<ul style="list-style-type: none"> • Create and utilize a parent resource center that provides parents with educational materials and resources as well as provides a gathering place at the school for parents to meet and volunteer. 	<ul style="list-style-type: none"> • Transform an old school bus into a parent resource center on wheels to provide parents with educational materials to assist their children in their own community.

Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(5)

Building Capacity for Involvement – Appropriate Language and Format of Materials



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall ensure that **information related to school and parent programs, meetings, and other activities** is sent to the parents of participating children in a **format**, and to the extent practicable, in a **language the parents can understand**.

Compliance Documentation

- Copy of the LEA and school parent and family engagement policies indicating how information will be provided to parents in a format and a language that parents can understand.
- List of translation and/or interpretation services and contact information used to help communicate with families
- Copy of handbook, school policy, flyers, newsletters, or other correspondence to parents that have been translated to respective languages, where applicable, and in a language free of educational jargon
- Materials for meetings, programs, and events that are translated in appropriate languages and written in a family-friendly format
- Parent surveys that are translated in respective languages according to the school population
- Invoice for payment of translation and/or interpretation services

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA and school parent and family engagement policies stating how information will be provided in appropriate languages and understandable format. • Provide all parents with materials, correspondence, and information in appropriate languages, according to the school population, and a format that is family-friendly. • Advertise and offer interpretation services for parents, so they may fully participate in school events and activities that are provided for parents. 	<ul style="list-style-type: none"> • Survey all parents to evaluate their ability to understand the information that is sent by the school related to parent programs and events. • Determine, in advance, the communication needs of parents who are planning to attend or participate in school events or meetings. 	<ul style="list-style-type: none"> • Reach out to community organizations that represent a large number of families who speak a language other than English to coordinate information and services. • Involve parents in the development of school-related materials and information to ensure all communication is provided in an understandable format.

- Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(6)

Building Capacity for Involvement – Involving Parents In Staff Training



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds may **involve parents** in the **development of training for teachers, principals, and other educators** to improve the effectiveness of such training.

Compliance Documentation

- Dated faculty agendas and minutes from meetings developed with parent assistance
- Dated sign-in sheets (indicating person’s title and/or role) document faculty and staff attendance
- Letters, emails, and invitations letting all Title I parents know about their opportunities to be involved in the trainings
- Parent surveys encouraging parents to provide information for professional development
- Training materials that are created with the assistance of parents
- Training development and planning session minutes from meetings with parents

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p>OPTIONAL</p> <p>This is a discretionary item listed in Section 1116(e) under building schools’ and parents’ capacity for strong parent involvement. If implemented however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> • Invite and encourage parents to partner with the school leadership team to identify areas of need where staff development and training will be most beneficial. • Collaborate with parents to gather their input and suggestions towards the development and improvement of training for district administrators as well as school staff and faculty. • Notify parents of the opportunity to participate in the development of training for teachers, principals, and other educators. • Hold district and school events as well as trainings for parents and educators together. 	<ul style="list-style-type: none"> • Determine the different types of skills, knowledge, and backgrounds that parents possess to better understand what areas they might be comfortable offering assistance. • Create a culture of collaboration by designing teams of administrators, teachers, students, and parents responsible for developing new activities to support student learning through parent and family engagement. • Allow and build opportunities into faculty meetings for parents and community members to share information and provide updates from different parent groups or community organizations.

Compliance Implementation Rubrics

- Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(7)

Building Capacity for Involvement - Literacy Training



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds may provide necessary **literacy training** from funds received under this part if the local educational agency has **exhausted all other reasonably available sources of funding** for such training.

Compliance Documentation

- Dated agendas and minutes from parent workshops or other type of literacy trainings
- Dated sign-in sheets (indicating person's title and/or role) documenting parent attendance
- Letters, emails, invitations, flyers, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to participate in parent classes or workshops
- Training materials provided for parents during classes

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p>OPTIONAL</p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parental involvement. If implemented, however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> • Provide materials and appropriate training for parents to learn how to work with their children to improve academic achievement. • Evaluate the need to offer literacy training for parents through in-person surveys or other forms of feedback to determine the associated cost required. • Complete a needs assessment of all parents to determine the areas where particular parent education classes will be most beneficial. 	<ul style="list-style-type: none"> • Partner with local businesses to provide resources necessary to implement and support the development of effective parent classes. • Work with local colleges and universities to explore a possible partnership that will provide added assistance and support with parent classes. • Collaborate with local community groups to host literacy classes at convenient locations for parents outside of the school to increase attendance and reduce the burden of travel for parents.

Compliance Implementation Rubrics

- Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(8)

Building Capacity for Involvement - Title I Funds for Transportation and Child Care Cost



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds may **pay reasonable and necessary expenses** associated with **local parental involvement activities**, including **transportation and child care costs**, to enable parents to participate in **school-related meetings and training sessions**.

Compliance Documentation

- Calendar of events or other notification documenting a schedule of parent meeting and trainings
- Newsletters, flyers, website announcements, letters, or other advertisements letting parents know about the availability of funds or services to assist to attend school meetings and trainings
- Dated meeting agendas and minutes from various meetings and activities for parents
- Dated sign-in sheets (indicating person's title and/or role) documenting parent attendance
- Records of expenditures or funds for transportation and/or child care services

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p>OPTIONAL</p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parent involvement. If implemented however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> • Develop district procedures that will allow the school to reimburse parents within reason for their costs associated with travel in order to attend school meetings. • Notify parents of the availability of child care services for those parents who may not otherwise be able to attend school meetings. • Coordinate with district transportation offices to determine the most appropriate methods of transportation for those parents who need assistance to participate in school activities. 	<ul style="list-style-type: none"> • Collaborate with neighboring child care providers to develop a plan to assist parents with child care services while attending school meetings. • Schedule meetings at convenient locations or at local community organizations who provide child care services. • Conduct an assessment of parents to determine the potential barriers that prevent parents from being able to attend school activities and meetings.

Compliance Implementation Rubrics

<input type="checkbox"/> Not Compliant <input type="checkbox"/> Meets Compliance <input type="checkbox"/> Innovative <input type="checkbox"/> Exceptional
Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(9)

Building Capacity for Involvement – Training Parents to Involve Other Parents



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds may **train parents to enhance the involvement of other parents**.

Compliance Documentation

- Dated meeting agendas and minutes submitted from completed parent training classes
- Dated sign-in sheets (indicating person's title and/or role) indicating parents' attendance
- Letters, emails, phone messages, website announcement or other advertisements notifying all Title I parents about their opportunities to participate in trainings
- Training materials and handouts used during classes for parents and given to parents for future trainings
- Presentations developed to train parents to enhance the engagement of other parents

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p>OPTIONAL</p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parent involvement. If implemented however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> • Promote parent classes by formally recognizing those parents as certified trainers upon successful completion of the courses. • Create multiple lessons for parents to teach other parents about school related information. • Provide parents with training materials, presentations, and other necessary resources required to redeliver appropriate lessons. • Use trained parents in the classrooms to provide extra support and assistance with educational activities and planning. 	<ul style="list-style-type: none"> • Assign groups of parents to schedule and plan classes for other parents to attend in order to continue the flow of information and growth of the classes. • Ask parent leaders to create teams of parents to partner with teachers throughout the school to increase parent and teacher collaboration and communication. • Develop a parent leadership institute to build parent leadership skills to assist them in reaching out to other parents to increase their involvement at the school and in children's education.

Compliance Implementation Rubrics

- Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(10)

Building Capacity for Involvement – Flexible Meetings



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds may **arrange school meetings at a variety of times** or **conduct in-home conferences** between teachers or other educators, who work directly with participating children and with parents who are unable to attend such conferences at school, to **maximize parental involvement and participation**.

Compliance Documentation

- Calendar of events or other notification documenting a schedule of parent meetings and trainings
- Newsletters, flyers, website announcements, letters, or other advertisements letting all Title I parents know about the flexibility of meetings and possibility of in-home conferences
- Dated agendas and minutes from various meetings and activities for parents
- Dated sign-in sheets (indicating person's title and/or role) documenting parent attendance
- Home visitation records indicating person completing visits, dates, purpose, and outcomes

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p>OPTIONAL</p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parental involvement. If implemented, however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> • Schedule smaller meetings with individual teachers and parents of children enrolled in the teacher's class. • Convene various school meetings at different times to provide multiple opportunities for parents to attend. • Conduct in-home conferences between teachers or other educators who work directly with the students. • Plan to hold the same meeting on different days or scheduled at multiple times to provide parents with the best option for them to attend at the most convenient time. 	<ul style="list-style-type: none"> • Contact families who were unable to attend specific school conferences to offer the possibility of in-home conferences. • Offer a variety of opportunities for teacher and parents to meet in-person such as parent-teacher conferences, classroom visits, and parent meetings. • Communicate with parents in advance of meeting to determine their availability and discuss possible solutions to overcome attendance barriers. • Create a mobile outreach team designed and trained to complete informational parent meetings with families in their homes.

Compliance
Implementation Rubrics

- Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(11)

Building Capacity for Involvement – Model Approaches for Parental Involvement

DISTRICT LEVEL SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds may **adopt and implement model approaches to improving parental involvement**.

Compliance Documentation

- Documentation of research and evidence supporting adopted model approach
- Articles, literature, publications, or other resources used to determine the best approach to improve parent and family engagement to meet the needs of the school
- Implementation evidence of model approaches with parents to increase parent and family engagement
- Flyers, newsletters, letters, website announcements, and other advertisements informing all Title I parents about the adoption and implementation of model approach
- Handouts, activity sheets, and other materials used during parent and family engagement meetings

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p>OPTIONAL</p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parent involvement. If implemented however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> • Research and identify an effective parent and family engagement process that is capable of measuring the impact of family engagement on student achievement. • Request input and feedback from parents before deciding on the best parent and family engagement standards to meet the needs of the school. • Elect to utilize evidence-based standards to guide the school's and/or district's parent and family engagement strategies and objectives. • Publish and share adopted model approach to improve parent and family engagement with parents and staff at various meetings and school functions. 	<ul style="list-style-type: none"> • Incorporate evidence-based activities and trainings supporting effective parent and family engagement strategies into staff professional development. • Educate staff and parents about the different types and definitions of family engagement to recognize that various opportunities exist at school and at home. • Include information and evidence supporting the effectiveness and benefits of the school's adopted model approach to improve parent and family engagement with school as well as district materials and publications.

Not Compliant Meets Compliance Innovative Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(12)

Building Capacity for Involvement – Parent Advisory Council

DISTRICT LEVEL SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds may establish a **districtwide parent advisory council** to provide **advice on all matters related to parental involvement in programs** supported under this section.

Compliance Documentation

- Dated agendas and minutes from parent advisory council meetings
- Dated sign-in sheets (indicating person’s title and/or role) indicating parent attendance and involvement
- Flyers, letters, website announcements, invitations, and other methods of communicating with all Title I parents the opportunity to serve as a member of the parent advisory council
- Newspaper articles and media announcements sharing the accomplishments and purpose of the parent advisory council
- List of advisory council members documenting parent representation

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p style="text-align: center;">OPTIONAL</p> <p>This is a discretionary item listed in Section 1116(e) under building schools’ and parents’ capacity for strong parental involvement. If implemented, however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> • Allow the parent advisory council the flexibility and authority to establish plans and set goals to improve parent and family engagement programs. • Develop a schoolwide parent advisory council that elects a representative to serve on a districtwide Parent Advisory Council ensuring equal representation of all Title I schools in the district. • Ensure the parent representation reflects the composition of the student body, and recruit future members through effective networking, support, and training. 	<ul style="list-style-type: none"> • Coordinate a leadership conference to provide the parent advisory council with additional skill-building opportunities and strategy planning. • Address an area of need in the district by assigning the parent advisory council an annual project that will focus on improving an identified concern or further advancement of parent and family engagement. • Convene regular meetings structured around well-defined goals and objectives aligned with district and schoolwide plans.

Compliance Implementation Rubrics

Not Compliant Meets Compliance Innovative Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(13)

Building Capacity for Involvement – Community-Based Organizations and Businesses



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds may develop **appropriate roles for community-based organizations and businesses** in parent involvement activities.

Compliance Documentation

- Dated agendas and meeting minutes indicating school and community planning and partnerships
- Dated sign-in sheets (indicating person's title and/or role) documenting community and business partnerships
- Flyers, invitations, letters, and emails communicating with businesses and/or faith-based organizations about the opportunities to collaboratively develop plans, programs, and events
- Log of phone calls to community-based business partners
- Signed partnership plans with dates indicating responsibilities and expectations
- Newsletters, flyers, pictures, and other documentation of collaborative events for parents

Meets Compliance

Innovative Implementation

Exceptional Implementation

OPTIONAL

This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parental involvement. If implemented, however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.

- Encourage involved parents to share flyers, brochures, and other school literature with their respective community groups or businesses outside of the school.
- Share information with community organizations about the educational opportunities and partnerships available with the school and the ways in which these partnerships can strengthen the educational environment.
- Invite and encourage various community groups and businesses to attend school functions.

- Coordinate community events that bring together the resources, information, and people of the school community to strengthen the connection between families and the school.
- Develop ways for school faculty and staff to work with community organizations through shared resources to reach common goals to improve the community.
- Create opportunities for local business owners and representatives from community organizations to participate in school activities and serve on planning committees.

Compliance Implementation Rubrics

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(14)

Building Capacity for Involvement – Other Reasonable Support



DISTRICT LEVEL



SCHOOL LEVEL

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall provide such other **reasonable support for parental involvement activities** under this section as parents may request. To further provide additional reasonable support, LEAs may use Title I funds to support key areas of reform in schoolwide Title I programs to improve student growth and school progress. Based on an analysis of school data and an evaluation of the school’s needs assessment, Title I funds may also be used to support state-developed differentiated recognition, accountability and support, college and career-ready standards and assessments, effective instruction and leadership, and positive school climate.

Compliance Documentation

- Copy of LEA and school parent and family engagement policies stating how parents are provided with other reasonable support for parent and family engagement activities
- Dated agendas and minutes from various meetings and activities for parents
- Dated sign-in sheets (indicating person’s title and/or role) documenting parents’ attendance
- Survey responses from parents indicating areas of improvement for parent and family engagement
- Parent feedback forms providing the district and schools with suggestions
- School plan reflecting revisions based on parent feedback and requests
- Written procedures on how the school addresses parent requests for parent and family engagement activities
- Additional parent and family engagement activities scheduled according parent feedback

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA and school parent and family engagement policies stating how parents are provided with other reasonable support for parent and family engagement activities. • Conduct a thorough analysis of school performance data and individual student data to identify possible adverse trends and achievement gaps. • Utilize the discretionary items described in Section 1116 to develop strategies and ideas to improve parent and family engagement. 	<ul style="list-style-type: none"> • Provide opportunities for parents to request additional support and offer suggestions and input on the improvement of parent and family engagement programs. • Implement a supplemental evidence-based program that is proven to impact student achievement by addressing a schoolwide need, such as improving school safety, enhancing school climate, or building career academies. • Share resources and materials with parents to ensure that all parents are aware of the abilities, the rights, and the opportunities afforded to them. 	<ul style="list-style-type: none"> • Designate a family engagement team responsible for evaluating the needs of families and developing ways to strengthen parent and family engagement. • Build evaluation tools into all parent materials, workshops, meetings, and events to assess areas of weakness and design methods of improvement. • Engage in meaningful and productive conversations with family members, community leaders, and other stakeholders to determine areas of need to enhance student learning.

Compliance Implementation Rubrics

Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(f)

Accessibility



DISTRICT LEVEL



SCHOOL LEVEL

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall **provide 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.

Compliance Documentation

- Copy of LEA and school parent and family engagement policies describing how accessibility for all parents will be provided and communicated
- List of translators/interpreters contact information utilized during school meetings and activities
- Flyers, newsletters, invitations, and other correspondence to parents translated in respective languages and in a family-friendly language
- Emails, memos, and other school communication with English to Speakers of Other Languages (ESOL), special education, or migrant program personnel

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Include a section in the LEA and school parent and family engagement policies, as to how accessibility for all parents will be provided. • Provide school reports, information, and materials for all parents in a language and format in which they can understand. • Coordinate resources and plans with ESOL, special education, and migrant program school staff to strengthen parent and family engagement. • Arrange necessary services and accommodations, according to the needs of parents represented in the school, for them to fully participate and attend meetings and activities. 	<ul style="list-style-type: none"> • Partner with appropriate translation service or interpreter, a school staff member, or community member to develop and promote various types of classes for parents who speak other languages than English. • Collaborate with the migrant education program to encourage and invite parents and family members of migrant children to attend and participate in school events and planning. 	<ul style="list-style-type: none"> • Seek specific input from parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children to determine how the school can provide the best possible opportunities for all parents and family members to be involved. • Educate staff, with the assistance of parents, about the various cultures, needs, and backgrounds that are represented by parents and family members in the school and community.

Compliance Implementation Rubrics

Not Compliant
 Meets Compliance
 Innovative
 Exceptional

Notes:

Rubric Self-Evaluation Summary Table

NC: Not Compliant MC: Meets Compliance I: Innovative E: Exceptional		NC	MC	I	E
ESSA: Title I, Part A: Section Heading		NC	MC	I	E
Section 1116(a)(1) and Section 1116(a)(2)	Local Educational Agency Parent and Family Engagement Policy – Policy Development				
Section 1116(a)(2)(A)	Local Educational Agency Parent and Family Engagement Policy – Written Jointly with Parents				
Section 1116(a)(2)(B)	Local Educational Agency Parent and Family Engagement Policy – Technical Assistance				
Section 1116(a)(2)(C)	Local Educational Agency Parent and Family Engagement Policy – Coordination and Integration of Programs				
Section 1116(a)(2)(D) and Section 1116(a)(2)(E)	Local Educational Agency Parent and Family Engagement Policy – Annual Evaluation				
Section 1116(a)(2)(F)	Local Educational Agency Parent and Family Engagement Policy – Involvement of Parents				
Section 1116(a)(3)(A), (a)(3)(C), and (a)(3)(D)	Title I Parent and Family Engagement Funding Allocations				
Section 1116(a)(3)(B)	Parent Input into the 1 Percent Parent and Family Engagement Set-Aside				
Section 1116(b)(1)	School Parent & Family Engagement Policy – Written Policy Involvement				
Section 1116(c)(1)	School-Level Policy Involvement – Annual Title I Parent Meeting				
Section 1116(c)(2)	School-Level Policy Involvement – Flexible Meetings				
Section 1116(c)(3)	School-Level Policy Involvement – School Parent and Family Engagement Plan and Schoolwide Plan				
Section 1116(c)(4)(A)	School-Level Policy Involvement – Timely Information				
Section 1116(c)(4)(B)	School-Level Policy Involvement – Description of Curriculum, Assessment, and Achievement Levels				
Section 1116(c)(4)(C)	School-Level Policy Involvement – Opportunity for Regular Meetings				

Rubric Self-Evaluation Summary Table

NC: Not Compliant MC: Meets Compliance I: Innovative E: Exceptional					
ESSA: Title I, Part A: Section Heading		NC	MC	I	E
Section 1116(d)(1) and Section 1116(d)(2) (A)-(D)	Shared Responsibilities for High Student Academic Achievement – <i>School-Parent Compacts</i>				
Section 1116(e)(1)	Building Capacity for Involvement – <i>Providing Information to Parents</i>				
Section 1116(e)(2)	Building Capacity for Involvement – <i>Providing Materials and Training for Parents</i>				
Section 1116(e)(3)	Building Capacity for Involvement – <i>Staff Training</i>				
Section 1116(e)(4)	Building Capacity for Involvement – <i>Coordination and Integration of Programs</i>				
Section 1116(e)(5)	Building Capacity for Involvement – <i>Appropriate Language and Format of Materials</i>				
Section 1116(e)(6)	Building Capacity for Involvement – <i>Involving Parents in Staff Training</i>				
Section 1116(e)(7)	Building Capacity for Involvement – <i>Literacy Training</i>				
Section 1116(e)(8)	Building Capacity for Involvement – <i>Title I Funds for Transportation and Child care Costs</i>				
Section 1116(e)(9)	Building Capacity for Involvement – <i>Training Parents to Involve Other Parents</i>				
Section 1116(e)(10)	Building Capacity for Involvement – <i>Flexible Meetings</i>				
Section 1116(e)(11)	Building Capacity for Involvement – <i>Model Approaches for Parental Involvement</i>				
Section 1116(e)(12)	Building Capacity for Involvement – <i>Parent Advisory Council</i>				
Section 1116(e)(13)	Building Capacity for Involvement – <i>Community-Based Organizations and Businesses</i>				
Section 1116(e)(14)	Building Capacity for Involvement – <i>Other Reasonable Support</i>				
Section 1116(f)	Accessibility				

Parent and Family Engagement Budget Survey Sample

**Parent and Family Engagement
Budget Survey
Achieve Elementary School
Georgia School District
Month Day, Year**

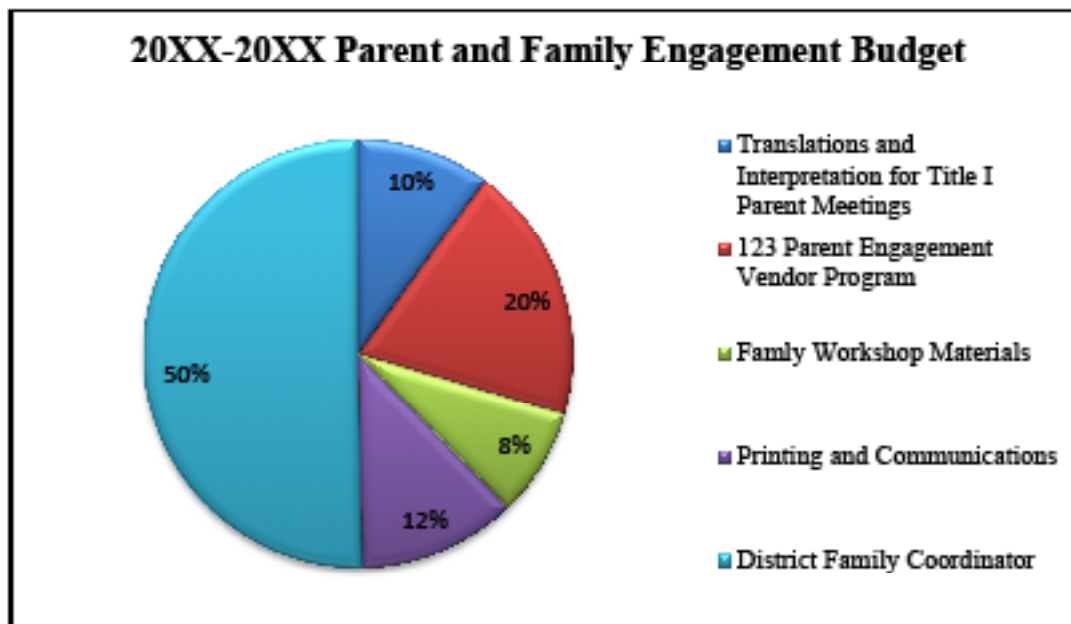
SAMPLE – This is an example tool for school/district personnel to use in gathering input from parents and family members and on how Title I Parent and Family Engagement money should be spent. Ideally, the parent and family engagement budget and the parent and family engagement policy should be revised together, as the policy drives the budget.

Dear Parents and Family Members,

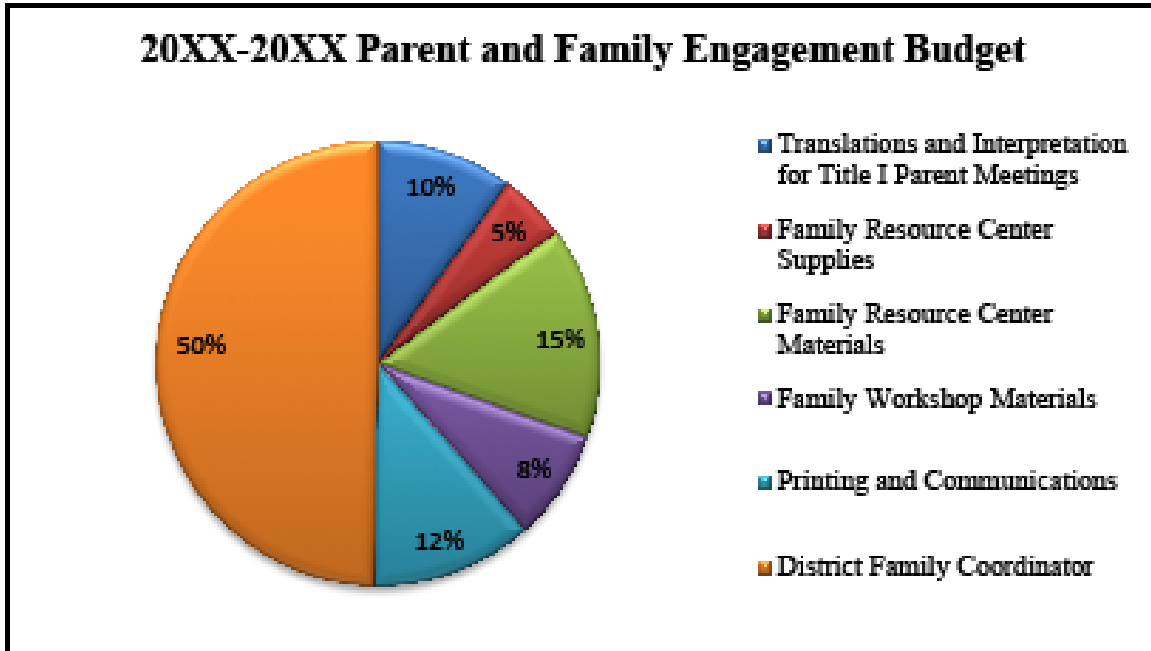
We value your input! As a parent of a child who receives Title I services in our school, you have the right to give input about how the school district budgets and spends its Title I Parent and Family Engagement money. Over the last few weeks, our school held various meetings with parents and family members to revise our school's Parent and Family Engagement policy for next school year. We hope you had the chance to participate in one of these meetings. In the meetings, we discussed the following:

1. Parents and family members stated that they like having a district parent coordinator who is a liaison for them and provides family engagement opportunities at the school.
2. Parents and family members have asked for a place at the school where they could meet and learn how to better support their child's learning.
3. Parents and family members asked for more resources on how to help their child at home.
4. Parents and family members would like to have a workshop on helping their child with math.
5. Parents and family members did not find the 123 Vendor Program helpful to their child's learning. Many parents and family members did not participate in the program, and those that did found it hard to use.

We have \$30,000 in the Title I Parent and Family Engagement budget. Last year, we spent the money this way:



This year, given our parents' request to have a space where they could meet and learn how to better support their child's learning, we would like to create a family resource center at the school. Therefore, we would like to stop using the 123 Vendor Program and use that money towards supplies and materials for the family resource center. We would like to spend the Title I Parent and Family Engagement budget this way:



Do you agree with how we have budgeted parent and family engagement funds for this school year?

- Yes
- No

If no, why not? _____

Do you have any other suggestions for the use of funds? These will be taken into consideration for this school year and future school years.

Please return this form to your child's teacher, or drop it by the school office by Month Day, Year. If you have further questions, please feel free to contact Sandra Smith, Georgia School District's Family Coordinator, at (XXX) XXX-XXXX or ssmith@gschools.us.

***Thank you for taking the time to complete this very important survey.
Your feedback is greatly valued and sincerely appreciated.***

Input and Annual Evaluation

section two



This section provides Title I schools and districts with a guide for meaningful consultation with parents and family members. Included in this section are Summary of Evaluation Tools, Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation, Checklist for Input, and Annual Evaluation Materials.

STAKEHOLDER FEEDBACK

Title I, Part A, Section 1116 of the Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA) requires that all schools receiving Title I, Part A funds must: Provide parents and families members of Title I students with opportunities to have meaningful input into the development of family engagement activities, programs, and procedures. This includes the annual review and revision of the LEA Parent and Family Engagement Policy/Plan; the School Parent and Family Engagement Policy/Plan; and School-Parent Compacts. Family input is also required when planning Title I, Part A family engagement budgets if LEAs receive \$500,000 or more. One percent of at least 90% of the budget must be set aside for family engagement. Input into building the capacity of school staff in how to best communicate with and build partnerships with parents and families is also required by ESSA. In addition, ESSA requires that LEAs receiving these funds must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy and program. This section provides Title I schools and districts with guidance and resources for meaningful consultation with parents and family members. Included in the section:

*Input Meeting Agenda - template**

Input Meeting - sample narrative

*Input Checklist - template**

Summary of Evaluation Tools

Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation

*Focus Group Facilitation - template**

*Open Discussion Forum - template**

Checklist for Effective Title I Parent and Family Engagement Surveys

*Comprehensive Family Engagement Input and Annual Evaluation Survey - template**

*Templates are provided for guidance. They may be used as is or districts may develop their own.

Input Meeting Agenda Template



Note to Schools: The following Parent and Family Engagement Input Meeting Agenda is a template that may be used by local educational agencies (LEAs) and schools receiving Title I, Part A funds to guide meetings for the purpose of engaging in meaningful consultation with parents on the school-level Parent and Family Engagement Policy or Plan, the School-Parent Compact, building school staff capacity, and the family engagement budget for LEAs receiving more than \$500,000 in Title I, Part A allocations. For additional resources, visit the Georgia Department of Education [Input webpage](#).

[INSERT SCHOOL LOGO]

Title I, Part A, Parent and Family Engagement Input Meeting Agenda Template

School _____

Location _____

Date(s) of Meeting _____

Meeting Time _____ to _____

1. Welcome Parents, School Staff, and Community Members
2. Purpose of Meeting
3. Annual Parent and Family Engagement Evaluation
4. State of Title I, Part A, Parent and Family Engagement (Review and Revision)
 - A. School Parent and Family Engagement Policy or Plan
 - B. School-Parent Compact
 - C. Building School Staff Capacity
 - D. Family Engagement Budget

5. Recommendations for Revisions / Updates

Input Meeting Sample Narrative



Length of the workshop: 1 hour

What you will need:

- 4 round tables and chairs spread out across the room
- Chart paper or 3' sections of butcher paper
- Chart markers
- Screen/Projector/Computer for slides, if applicable
- 1 large group facilitator/time keeper
- 4 facilitators (staff members or parent leaders)
- Printed out copies of documents for gathering input such as the Parent and Family Engagement Policy, School-Parent Compact, and questions about building school staff capacity and the family engagement budget
- Meeting Feedback Form
- Bell or other alarm on a cell phone or other electronic device (optional)
- Light Refreshments/Childcare/Transportation (optional)

Facilitator Tip: If you have more than 50 parents at your meeting, you may want to split up the topics and add more tables, or duplicate topics so there are two sets of tables for each topic. You want your parents to feel comfortable to ask questions and you may not want more than 10 parents in each group

Guide:

1. Welcome & Explanation of the Event (5 minutes)

Greet your parents and introduce yourself and staff members.

Suggested language, “Welcome and thank you all for being here today. Our school system receives money from Title I, Part A of the Elementary and Secondary Education Act, most recently reauthorized as the Every Student Succeeds Act. This law provides federal funds through the Georgia Department of Education to school systems based on high numbers or percentages of children who meet certain financial criteria. These funds are provided to help ensure that all children have an equal opportunity to succeed in school by meeting the challenging State academic content and student academic achievement standards.”



2. Purpose of Meeting (5 minutes)

“The federal law requires that each school system receiving what we call “Title I, Part A funds” jointly develop with parents and family members of all participating children the district-level and school-level parent and family engagement policies or plans, school-parent compacts, opportunities to build school staff capacity, and if the school system receives more than \$500,000 in Title I, Part A funds a budget for a one percent set-aside for parent and family engagement activities. However, we ask for your input not because we have to but because we want to partner with you in helping your child succeed.

The reason for this meeting is to ask your assistance in planning our family engagement activities and specifically in _____ (revising district and school policies, School-Parent Compact, determining what training our staff needs to promote good school-family partnerships, and determining how best to spend our family engagement funds). We will cover some topics together as a large group and others in smaller groups. This way you will have an opportunity to ask questions, offer suggestions, get to know other parents, and participate in more detailed discussions.”

3. Annual Parent and Family Engagement Evaluation (5 minutes)

“Each year, we conduct an annual evaluation to ask parents to help us determine the effectiveness of the parent and family engagement program in improving the academic quality of the Title I schools, including identifying possible barriers to greater participation of parents in activities and programs. Additionally, school systems will use the findings from the annual evaluation to design evidence-based strategies for more effective family engagement and to revise the Title I parent and family engagement policies.”

Facilitator Tip: School systems may use [Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation](#) guided questions to review results. For more information, consult the [Georgia Department of Education’s Input Webpage](#).

4. State of Title I, Part A, Parent and Family Engagement: Review and Revision (40 minutes)

Facilitator Tip: Distribute previous year’s documents / budget / Staff Capacity (Professional Development) Plan and select one of the following options or a school system–created method:

- a. Provide materials to the whole group and review each element’s purpose and necessary components. Ask parents to read / review independently and then offer oral feedback.
- b. Same as “a” above; however, parents provide written feedback, either on a [feedback form](#) or on the item being reviewed.
- c. Have group break up into smaller groups. Either have each group review one item which they will discuss with the whole group or each small group will discuss and provide collective feedback on each item. For example, assign a table group a different item as shown below.

❖ Table #1 - School and District Parent and Family Engagement Policy or Plan



- ❖ Table #2 - School-Parent Compact
- ❖ Table #3 - Building School Staff Capacity
- ❖ Table #4 - Family Engagement Budget

(You may want to add another table for gathering input into the Comprehensive Needs Assessment and the District Improvement Plan and Goals)

- d. Other option as determined by the school system.
- e. See Additional Options / Examples for Input Opportunities contained in the [Georgia Department of Education's Input Webpage](#))

Review document / budget / professional learning, providing parents with some background / basic information about each (see below for brief descriptions and required components for each). You may also choose to review relevant [College and Career Ready Performance Index \(CCRPI\)](#) data and the location of the school's [grades report](#) and school improvement plan / goals.

A. School Parent and Family Engagement Policy or Plan – Suggested language, “This plan describes how the school will carry out its obligation to conduct outreach and provide activities, programs, and procedures to all parents of Title I students. Based on federal law, the Georgia Department of Education requires that the plan must include, at a minimum, the following:

1. Jointly Developed – describes how the school's parent and family engagement plan was developed in partnership with parents / families.
2. Annual Title I Meeting – provides information about the Annual Title I Meeting to be held prior to November 1. The purpose of this meeting is to provide parents with information about the school's participation in this part of the law, to explain the requirements of the law, and the right of parents to be involved.
3. School-Parent Compact – discusses the development and purpose of this document.
4. Communication – describes ways in which the school will provide ongoing, two-way communication opportunities with families to include, as possible, communication in a language all parents can understand.
5. Capacity Building of School Staff – lists the strategies/activities/trainings the school will conduct for school staff to improve family engagement partnerships that will impact student achievement.
6. Capacity Building of Parents – lists the strategies/activities/trainings the school will conduct for parents to improve family engagement partnerships that will impact student achievement.
7. Coordination of Services – details how the school will develop partnerships with community organizations / programs / agencies to build family engagement opportunities including school transition.
8. Reservation of Funds - For school systems that receive more than \$500,000 in Title I, Part A funds, a percentage of those funds (*the 1% set-aside*) must be used for parent and family engagement activities. The district parent and family engagement policy should discuss the use of the funds.”



B. School-Parent Compact – Suggested language, “The compact was developed in partnership with teachers, parents, and students. The compact outlines shared responsibilities between schools/teachers, parents, and students that are focused on supporting student academic success. Information contained in this required document must include, at a minimum:

1. Jointly Developed – describes how the school-parent compact was developed in partnership with parents / families.
2. Goals – includes both the District Improvement Goals and the School Improvement Goals.
3. Shared Responsibilities – lists the specific, academic-focused shared responsibilities between the school / teacher, parents, and students for improved student academic achievement aligned with the school academic achievement goals.
4. Communication – describes ways in which the school will provide ongoing, two-way communication opportunities with families to include, as possible, communication in a language all parents can understand.
5. Partnerships - Lists the activities/strategies the school will provide to build partnerships with parents to help children achieve the challenging State academic standards.”

C. Building School Staff Capacity

Suggested language, “Federal law also requires that Title I schools are to educate and train teachers, specialized instructional support staff, principals, other school leaders, and other staff in how to best develop partnerships with families. This training and education are to be done in consultation with parents. For this school year our staff capacity building plan is: _____ (provide details). We want your suggestions on topics you think teachers, administrators, and other school staff need to discuss or learn more about to support your student and your family.”

D. Family Engagement Budget

Suggested language, “Our school district received more than \$500,000 for this school year from Title I, Part A. At least 1% of that amount has been set aside for parent and family engagement. Specifically, those funds are being used for: _____ (provide details / copy of the budget).

We encourage you to ask questions throughout the meeting. We value your input! We want to make sure you leave the meeting informed about the Title I program, as well as the opportunity to provide feedback.”



5. Recommendations for Revisions / Updates (5 minutes)

Suggested language, “Thank you for your input. The revisions / updates that you have recommended will be incorporated, as possible, into _____ (indicate what component of family engagement) for the upcoming school year. A final draft will be available _____ (indicate where / how available).

If you could complete a brief feedback form for this meeting, we’d appreciate your suggestions on how to make our input meetings better. Thank you for coming! We hope to see you again very soon!”

Checklist for Input



[Insert Your LEA Logo Here]

Checklist for Parent and Family Engagement Input

Based on the Every Student Succeeds Act (ESSA), Title I, Part A, Section 1116

School Name: _____

NOTE TO SCHOOL SYSTEMS: Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each local educational agency (LEA) receiving Title I, Part A funds jointly develop with parents and family members of all participating children the district-level and school-level parent and family engagement policies or plans, school-parent compacts, options to build school staff capacity, and if the LEA receives more than \$500,000 in Title I, Part A funds, a budget of at least one percent for parent and family engagement activities. As district and school representatives review the documentation of multiple input opportunities, they may use a district-developed checklist or the following checklist to record the school's evidence. Please note that the input opportunities should align with your school system's Consolidated LEA Improvement Plan (CLIP) and School Improvement Plan. District office staff may customize this checklist to reflect your CLIP and Improvement Plan.

Please complete one input checklist for each meaningful consultation opportunity. At least two input opportunities are required to meet compliance, one of which must be a primary input method. Attach all supporting documentation with the checklist. **Note that the Annual Title I Meeting, held at the beginning of the school year, should NOT be used as an input opportunity.**

Type of input opportunity (check all that apply):

- Input into the School Parent and Family Engagement Policy – Section 1116(b)(1)
- Input into the School-Parent Compact – Section 1116(d)
- Input into Building School Staff Capacity with assistance of parents – Section 1116(e)
- Input into the 1% set-aside for parent and family engagement activities, if the LEA receives more than \$500,000 in Title I, Part A funds – Section 1116(a)(3)(A)-(D)

Documentation
<input type="checkbox"/> Primary Method: In-person or online meeting/session
Title of Meeting/Session _____ Date _____
Where was the meeting conducted? <input type="checkbox"/> School <input type="checkbox"/> Districtwide Site <input type="checkbox"/> Community <input type="checkbox"/> Online <input type="checkbox"/> Other _____
Please provide the following evidence of this meeting (ensure that dates are included on each document and attach copies):
<input type="checkbox"/> 1) Documentation of Parent Invitation (must specify that all parents of Title I students were invited to participate and the title of the meeting; at least two invitations are to be provided and dates of invitation):
How were your parents invited? (Indicate type of invitation on the lines below, e.g., flyer, social media post, calls)
1. _____ : Was it in an understandable format and language? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. _____ : Was it in an understandable format and language? <input type="checkbox"/> Yes <input type="checkbox"/> No



2) Documentation of In-Person or Online Meeting: Dated agenda with agenda items indicating the meeting was held for the purpose of seeking parent input into the School Parent and Family Engagement Policy, School-Parent Compact, Building School Staff Capacity, and if applicable the 1% set-aside for parent and family engagement activities

3) Documentation of Required Discussion Items: Presentation slides, meeting minutes, notes, talking points, sample completed meeting evaluations or feedback forms, or other documentation with **dates** demonstrating items / topics discussed; for online meetings – Presentation slides, meeting minutes, notes, talking points, link to recording, results of polls, or other documentation with **dates** demonstrating items / topics

4) Documentation of Attendance: Sign-in sheets (with meeting title, date, time, role of attendee such as parent, teacher, principal, counselor, business partner, language interpreter); for online meetings – evidence of participation such as attendee’s log in and date / time stamp

5) Documentation of Flexible Meeting Times: If more than one parent input meeting was offered, the meetings were offered at flexible times (e.g., same day but one held during the day and the other in the evening). **The Annual Title I meeting was not used as an opportunity for input.**

6) Other (other such evidence that documents the in-person or online meeting)

Secondary Method: Suggested Options

1) What was the secondary method provided to all parents? Date(s) provided _____

Parent survey – must have questions specifically related to each content area (Parent and Family Engagement Policy or Plan, School-Parent Compact, 1% set aside, and how to build the capacity of school staff, e.g., ask parents what school staff should know and do to help engage parents in their child’s academic goals)

Online videos detailing information about the compliance components with feedback forms

Feedback forms – must have a question or request for revisions, *e.g., for the school-parent compact, include questions that ask parents how they can help their child in the identified academic school goal*

Social media posting sections of required content and asking for feedback or **online services** (e.g., Microsoft, Remind, google, learning management systems) with required content embedded

Other: _____

Please include copies of the survey, feedback form, screenshot of the social media posting, etc.

2) How were all parents of Title I students invited to participate in the secondary method? Must provide two invitations (e.g., flyer, social media post, calls) with **dates**.

1. _____: Was it in an understandable format and language? Yes No

2. _____: Was it in an understandable format and language? Yes No

Refer to the Family-School Partnership Program’s Input Webpage at <http://partnerships.gadoe.org> for other resources to engage parents, families, and other stakeholders in meaningful consultation.



Verification

This checklist was reviewed by the following school and district representatives:

School Representative's Name: _____ Title/Role: _____




Signature: _____ Date: _____

District Representative's Name: _____ Title/Role: _____

Signature: _____ Date: _____

Summary of Evaluation Tools

There are three evaluation tools that can be considered by Local Educational Agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I Parent and Family Engagement Policy. Remember that using multiple methods will result in a better analysis of your Title I Parent and Family Engagement Programs and Policy. Refer to the chart below for a summary of the evaluation tools.

Evaluation Tool	Focus Group 	Surveys 	Open Discussion Forum 
Target Audience	Title I Parents and Families	Title I Parents and Families	Title I Parents and Families
Description	Focus groups are small groups of parents and family members who come together in a confidential setting for structured evaluation to gather data on parent and family engagement policy and programs.	Surveys, which can be administered in multiple ways, are a commonly used method for collecting parent feedback in an anonymous format about parent and family engagement policy and programs.	Open Discussion Forums are similar to town hall meetings, by providing large groups of parents and families the opportunity to provide feedback on parent and family engagement policy and programs.
Time Consumption	Focus groups are the most time consuming because multiple meetings will need to be administered to ensure all parents and families have the opportunity to participate and provide feedback. (Most Time Consuming)	Surveys are easy to administer but can consume large amounts of time during the data collection process. (Less Time Consuming)	Open Discussion Forums are the least time consuming because they capture large amounts of parent input in a limited time period. (Least Time Consuming)
Advantages	<ul style="list-style-type: none"> • Allows you to observe and hear parent expressions firsthand. • Fosters an open and safe environment that encourages parents and families to engage in discussion and interact among themselves. • People are willing to talk longer face-to-face versus filling out a form or talking on the phone. • Schools/Districts can implement a focus group without the need for excessive costs. 	<ul style="list-style-type: none"> • Allows parents and families to respond at their leisure rather than in the moment they are contacted or while in a group setting. • Commonly viewed as less intrusive and more private than other evaluation methods. • One of the most effective ways to give all parents and families an opportunity to be part of the evaluation process. • You will get more accurate answers to sensitive questions because it's confidential. 	<ul style="list-style-type: none"> • Cost-effective method to gain massive input when striving to evaluate the school's policy and plan in a short amount of time. • Allows for a large audience or group of parents and families to participate. • Multiple meetings can be held to accommodate various schedules. • Provides the opportunity to get direct feedback.
Disadvantages	<ul style="list-style-type: none"> • Limits the number of opinions at one time that could come from having a larger or wider audience. 	<ul style="list-style-type: none"> • Not all parents may be able to participate due to low literacy levels. • Requires persistence with 	<ul style="list-style-type: none"> • Finding a centralized location to host a large meeting outside of the school due to uncertainty about the size of

- Group conversation may be dominated by only a few parents.
- The group could be dominated by only a few parents or family members, which would result in only their opinions being heard.
- The facilitator would have to find a centralized location to have the meetings, send out notices about the focus group, and make arrangements for parents and family members without transportation to attend.

- follow-up and tracking to ensure high response rate.
- Some surveys require parents and families to have access to an electronic device and the internet to participate.
- Mailing surveys can get expensive with the costs associated with postage, labels, copies, and envelopes.
- You cannot engage in face to face interaction to gauge the conversation and determine sincerity.

- your audience.
- Leading the meeting may be difficult to facilitate and ensure you allot time for a majority of parents and families to comment.
- It could be hard to regain control of the group once it is lost.
- The cost of transportation and child care can cause this cost-effective meeting to become expensive if it's held multiple times.



Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation

Guiding Questions to Assist in Designing Strategies for more Effective Parent and Family Engagement and Revising the District and School Title I Parent and Family Engagement Plan

After compiling and categorizing the results from your annual Title I Parent and Family Engagement evaluation(s) consider the following questions to enhance your programming and to revise your Local Education Agency (LEA) Title I Parent and Family Engagement Plan. While the law requires the evaluation for the LEA, Title I schools should also revise their plans yearly to ensure they are meeting their families' needs and that their school level plans remain in accordance with the LEA's revised plan.

1. Where did our Title I Parent and Family Engagement evaluation responses show us excelling, meeting, or needing improvement? Are there certain data trends in responses?
2. What were our student achievement goals this year?
3. How did we work as partners with parents, families, and the community in meeting those goals?
4. How can we improve with actively engaging parents and families in the activities of our schools?
5. Do we have any barriers to parent and family engagement that need to be addressed?
6. How are we doing with distributing our district and school parent and family engagement plans to all Title I parents and the community?
7. How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?
8. How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents, families, and the community?
9. How can we improve building parent capacity?
10. Based on these evaluation findings, what changes do we want to make to our parent and family engagement plan for next year?

Adapted from Pell City School System: Annual Evaluation of the Content and Effectiveness of LEA Parental Involvement Plan 2009 at <http://www.pellcityschools.net/?PN=Pages&SubP=Level1Page&L=1&DivisionID=755&PageID=6827&ToggleSideNav=ShowAll>

Focus Group Facilitation Template

A focus group provides the opportunity for several people to get together in a confidential setting and it allows for structured evaluation that is intended to yield useful data. Schools and districts can facilitate focus groups as the main source of evaluating their Title I Parent and Family Engagement Policy and Program; however, it would require that many focus group meetings be held to ensure all parents and families are given an opportunity to participate. Focus groups can also be used as supplemental evaluation to follow-up on the feedback that is received from surveys.

Start with an overview of the current Title I Parent and Family Engagement Policy and Plan.

1. Think back to the beginning of the year, what programs would you like to see added to the parent and family engagement policy and plan in the future? Describe what you mean.
2. If applicable, to what extent have you found the parent resource center useful? Describe areas of improvement that could be made.
3. Let's talk about the opportunities you have had to network with other parents throughout the school year. Name a few instances when you have been able to take advantage of parent networking.
4. Explain how those networking experiences have helped you and your children during this school year.
5. If anyone has had a similar experience or one that differs, please share.
6. Name some ways in which the school has been successful in helping you and your children meet academic goals and challenges throughout the year? Describe what you mean.
7. To what extent have you been able to be involved in the revision and planning process of writing your school's Title I plan and policy?
8. How can the school and district get more parents and families to participate in this process? Describe what you mean.
9. Think back to some of the conversations you have had with other parents and challenges you may have faced yourself. What are some of the top barriers that prevent parents from being able to participate in school functions, activities, and planning events?
10. Explain what the school can do, within reason, to address these barriers.

Open Discussion Forum Template

This form of evaluation is designed to operate similarly to a town hall meeting. Its purpose is to provide parents with the opportunity to discuss matters of importance as it relates to evaluating the content and effectiveness of the parent and family engagement policy. The Open Discussion Forum can be conducted at the school or district level. It is advised that the Title I Director or a district administrator, as well as the principal, if held at the school level, be present during this meeting. It is important that the administrators understand that their role is to listen and support the open discussion with the objective of gaining the perspectives of parents.

Start with an overview of the current Title I Parent and Family Engagement Plan and Policy.

1. What type of training or programs to improve student academic performance would you be likely to participate in if they were offered by the school?
2. What are some of the top barriers that prevent parents from being able to participate in school functions, activities, and planning events?
3. Explain what the school can do to address these barriers.
4. How can the school assist you with helping your children in the core content areas of mathematics, English language arts, science, and social studies?
5. What hours are more convenient to conduct trainings, programs, parent meetings, and workshops?
6. If applicable, have enough materials been available to assist you with student learning via the Parent Resource Center (PRC)? Explain changes that could be made to improve the PRC.
7. By a show of hands, how many of you are aware of what the school improvement status is for your school? (Explain what the school's status is and where that information can be obtained.)
8. How can we get more parents involved in the revision and planning process of the school's Title I Parent and Family Engagement Plan and Policy and other decision-making committees?



Checklist for Effective Title I Parent and Family Engagement Surveys

Consider the following do's and don'ts when writing and formatting your Title I Parent and Family Engagement Surveys:

Do:	Don't:
<input checked="" type="checkbox"/> Begin with a family-friendly introduction that explains the purpose	<input type="checkbox"/> Use jargon or complex phrases
<input checked="" type="checkbox"/> Begin with easy to answer questions	<input type="checkbox"/> Ask for an overall assessment before asking topic details
<input checked="" type="checkbox"/> Give clear instructions	<input type="checkbox"/> Insert unnecessary graphics or mix many font styles and sizes
<input checked="" type="checkbox"/> Keep question structure simple	<input type="checkbox"/> Frame questions in the negative
<input checked="" type="checkbox"/> Ask one question at a time	<input type="checkbox"/> Use abbreviations, contractions, or symbols
<input checked="" type="checkbox"/> Maintain a parallel structure for all questions	<input type="checkbox"/> Mix different words for the same concept
<input checked="" type="checkbox"/> Define terms before asking the question	<input type="checkbox"/> Use “loaded” or “leading” words or phrases
<input checked="" type="checkbox"/> Ensure the response categories are both exhaustive and mutually responsive	<input type="checkbox"/> Bounce around between topics or time periods
<input checked="" type="checkbox"/> Label response categories with words rather than numbers	<input type="checkbox"/> Use emotionally charged words, stereotypes, or prestige images
<input checked="" type="checkbox"/> Ask for a number of occurrences, rather than providing response categories such as often, seldom, or never	<input type="checkbox"/> Combine multiple response dimensions in the same question
<input checked="" type="checkbox"/> Use a mixture of open, closed, ranking, ordinal, matrix, and rating type questions	<input type="checkbox"/> Give the impression that you are expecting a certain response
<input checked="" type="checkbox"/> Be explicit about the period of time being referenced by the questions	<input type="checkbox"/> Forget to provide instructions for returning the completed survey

Adapted from: University of Wisconsin System Board of Regents, (2010). *Survey Fundamentals: A Guide to Designing and Implementing Surveys*. Retrieved from http://oqi.wisc.edu/resourceibrary/uploads/resources/Survey_Guide.pdf

Title I Family Engagement Survey

Note to Schools: This template was originally developed by the 2013 State School Superintendent's Parent Advisory Council (PAC) with assistance from the Georgia Department of Education's (GaDOE) Family-School Partnership Program. With the reauthorization of the federal law, the Every Student Succeeds Act (ESSA), the GaDOE revised this template and asked the 2019 PAC to review it. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirement of an annual evaluation, as described in Section 1116 of ESSA, particularly with consultation regarding the School Parent and Family Engagement Policy / Plan, the building staff capacity, and the 1% set aside. For input into the School-Parent Compacts, visit the GaDOE Family-School Partnership's Input webpage at partnerships.gadoe.org for the Compact Feedback Forms. This sample survey may contain questions that are more or less suitable to address the needs of different LEAs and/or schools; therefore, it is highly encouraged that LEAs and schools review the survey questions and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

[Insert School System or School Logo]

Annual Evaluation Survey of the Title I Family Engagement Program

Dear Parents,

Our school conducts outreach to all parents and family members and supports successful school and family interactions. Your help in planning these family engagement efforts is appreciated. Please complete the following section to provide your recommendations into our efforts to help you support your child's learning and educational success.

Tell Us About Your Child(ren)

Which school/schools does your child(ren) attend? (Circle all that apply)

(The school system will list all Title I Schools from which parents may select.)

Elementary	Middle	High	Other
ABC Elementary 123 Elementary	XYZ Middle	QRS High	North Academy

In which grade/grades is your child(ren)? (Circle all that apply)

PreK	Kindergarten	1 st	2 nd	3 rd
4 th	5 th	6 th	7 th	8 th
9 th	10 th	11 th	12 th	

Let's Talk Money! (Family Engagement Budget)

Our school system receive \$_____ in federal funds called "Title I, Part A" funds for Title I schools to engage parents and family members in their child's education.

1. How would you prioritize the following items to spend these funds?

Last Year's Budget Item	Budgeted Amount	Priority # (Order 1-5 with 1 as the highest priority)	Was This Effective?	Should We Continue This for Next Year?
a. Professional development for teachers and administrators about family engagement. For example: <i>(Prepopulated by the LEA / school)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No
b. Programs that reach parents and family members at home, in the community, and at school. For example: <i>(Prepopulated by the LEA / school)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No
c. Distributing information about how best to engage all families in the education of their children. For example: <i>(Prepopulated by the LEA / school)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No
d. Helping schools partner with community-based or other organizations or employers that support family engagement. For example: <i>(Prepopulated by the LEA / school)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No
e. <i>(Prepopulated by the LEA/school: Other activities and strategies that are identified as needed, appropriate, and consistent with the Parent and Family Engagement Policy / Plan.)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No

Other comments _____

**What I Want School Staff to Know
About Building Partnerships / Working With Families:**

2. What do you want teachers and staff to know about engaging families?

For my Child's Elementary School:	Administrators	Teachers	Other School Staff
<i>a. How can teachers and school staff build partnerships with parents and families to improve student achievement in elementary school?</i>	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events
<i>b. Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.</i>			
<i>c. Are you willing to take part in training school staff?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure

For my Child's Middle School:	Administrators	Teachers	Other School Staff
<i>d. How can teachers and school staff build partnerships with parents and families to improve student achievement in middle school?</i>	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events

<i>e. Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.</i>			
<i>f. Are you willing to take part in training school staff?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure

For my Child's High School:	Administrators	Teachers	Other School Staff
<i>g. How can teachers and school staff build partnerships with parents and families to improve student achievement in high school?</i>	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events
<i>h. Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.</i>			
<i>i. Are you willing to take part in training school staff?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure

How I Want the School to Communicate With Me

3. What form(s) of communication do you prefer when it comes to information about your child's education? (Check all that apply)

Communication With My Child's School	Communication With the School District
<input type="checkbox"/> Email <input type="checkbox"/> Pre-recorded / Robo call <input type="checkbox"/> Mass email <input type="checkbox"/> Notes / Written messages sent home with student <input type="checkbox"/> Text message	<input type="checkbox"/> Email <input type="checkbox"/> Pre-recorded / Robo call <input type="checkbox"/> Mass email <input type="checkbox"/> Notes / Written messages sent home with student <input type="checkbox"/> Text message

- Posting on website
- Social Media (e.g., Facebook, Twitter)
- Personal phone call from teacher
- Other _____

- Posting on website
- Social Media (e.g., Facebook, Twitter)
- Other _____

4. Please complete the table for the following questions:

	Yes	No	Not Sure / Not Applicable
a. Communication with the school is provided, translated, or interpreted in a language I can understand.			
b. The school offers meetings in different formats such as in person and online			
c. The school offers parent meetings at a convenient time of day / night.			

5. When is the best time for you to attend a parent meeting?

- Before school (Monday-Friday)
- During school, before lunch (Monday-Friday)
- During school, after lunch (Monday-Friday)
- Immediately after school (Monday-Friday)
- Evenings (Monday-Friday)
- Saturday
- Preferred day / time (please indicate): _____

6. What is the most likely reason you would not attend a family engagement event?

- Not aware of event taking place.
- Events take place at inconvenient times / dates.
- The location of the event is not convenient.
- I do not feel that events are relevant to me and my student(s).
- Lack of transportation
- Lack of child care
- Events are not in a language I can understand
- Other _____

7. What would improve your participation in family engagement events / activities at your child's:

Elementary School _____

Middle School _____

High School _____

What I Need to Know to Help My Child Transition to Next Steps

8. Which transition service would you like the school to offer to families? (Check all that apply)

- Preschool to Kindergarten
- Elementary to Middle School
- Middle to High School
- High School to Career (Career Fairs, Career Cluster / Pathway)
- High School to College (Advanced Placement (AP) courses, college admission planning, college financial aid)
- Promotion / graduation requirements
- New student orientation for family members
- Other _____

9. Which community-based organizations or businesses should your school work with to provide services to your child (i.e. PTA / PTO, United Way, business donations, work-based field trips)?

What I Want to Know About My Child's Education

10. Have you been provided the following information?

Information	Yes	No	Not Sure / Not Applicable	I would like additional information on this topic
Georgia Milestones Assessments				
Other assessments used to evaluate by child's performance and progress.				
Alternate Assessments for students with special needs.				
State Academic Standards				
Explanation of the curriculum or what my child is learning in class				
How to help my child with math				
Georgia Career Cluster / Pathway courses				
How to contact my child(ren)'s teacher				
How to access my child's grades				
Study and homework tips				
How to use technology to help my child				

Information about the harms of copyright piracy				
How to help with my own reading skills to help my child				
The "Title I, Part A" Program				

11. What should the school / teachers do to support you in helping child(ren) achieve academically?

What I Know About the School's Plan to Engage Families

12. Please answer the following questions

Information	Yes	No	Not Sure / Not Applicable	Recommendations
My school asked me for feedback on the school parent and family engagement plan.				
The school makes the school parent and family engagement plan available to the local community.				
The school updates, at least annually, the parent and family engagement plan to meet the changing needs of parents and the school.				
If the Title I Schoolwide Plan is not satisfactory to parents, the school submits any parent comments to the district's Title I office.				
If requested by parents, the school addresses opportunities for regular meetings.				
The school explains what a School-Parent Compact is and how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.				
I feel like I have had an opportunity to provide feedback about and participate in decision-making about my child's education.				

13. The following is a list of family engagement activities that have previously been provided. Please rate, add comments, and make recommendations for each.

Activity / Event	Participation	Comment	Recommendations
Annual Title I Parent Meeting	0=did not participate 1=not helpful 2=somewhat helpful 3=very helpful		
<i>(School to prepopulate the activity)</i>	0=did not participate 1=not helpful 2=somewhat helpful 3=very helpful		
<i>(School to prepopulate the activity)</i>	0 =did not participate 1=not helpful 2=somewhat helpful 3=very helpful		

(LEA/School may add additional rows as needed.)

14. We greatly appreciate your participation in this survey. We look forward to reviewing your feedback and using that information to improve the quality of our school-family partnerships. Please add any additional comments, suggestions, or questions below. If you do have a question, please include contact information as to how to reach out to you.



LEA - Technical Assistance to Schools

section three



Technical Assistance to Schools

Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under Section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will: 1116(a)(2)(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; The LEA will provide ongoing guidance and professional development to schools in planning and implementing effective parent and family engagement practices inclusive of school parents and family engagement policies/plans, school parent compacts, all Title I, Part A Section 1116 requirements, outreach to parents of English Learners (ELs) and the notice to parents of participating ELs in supplemental language instruction programs as described in Section 1112(e) (3). Each district will develop written policies and procedures for its Title I Schools that describe its guidance and direction as to the requirements and expectations of its parent and family engagement program. This written guidance may include timelines, templates, and other materials that help ensure timely compliance with federal law and local expectations.

Technical Assistance to Schools Checklist

Technical Assistance to Schools Checklist

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that LEAs provide coordination, technical assistance, and other support necessary to assist and build the capacity of all its Title I schools in planning and implementing effective parent and family engagement activities.

- **LEA Written Policies and Procedures that provide guidance on:**
 - The development, in meaningful consultation with parents of Title I students, of the school parent and family engagement policy and school-parent compact
 - Timeline / time frames, responsible party, content for:
 - Input Meetings / Opportunities on the school parent and family engagement plan, school compact, building school staff capacity, and use of parent and family engagement funds (if applicable)
 - Annual Parent Engagement Survey / Evaluation
 - Development of the school parent and family engagement plan (PFEP)
 - Development of the school-parent compact
 - Annual Title I Meeting
 - Distribution of LEA PFEP, School PFEP, School-Parent Compact
 - Building Parent Capacity events (to include all ESSA requirements / “Shalls”)
 - Building School Staff Capacity events
 - Specific guidance on the content of school PFEP and compact (e.g. templates and checklists)
 - Written procedure for compliance with section 1112(e)(3), the Title I Parent Notification of Eligibility for Supplemental Language Support Services
- **Primary Method: Multiple Professional Meetings at which parent and family engagement requirements are a topic. Evidence must include:**
 - Dated sign in sheets with the roles of attendees indicated
 - Dated agenda
 - Power points, handouts, meeting minutes
- **Secondary Method:**
 - Emails to school administration, family engagement staff with information / materials related to PFE compliance (copies of compact templates, sample Title I meeting agendas, etc.
 - Notes / minutes / summaries of individual or small group meetings with school / FE leadership at which FE compliance was discussed

Distribution



This section provides resources for parent notifications required by Title I, Part A in the ESSA. Included in this section are templates for conducting the Annual Title I Parent Meeting to disseminate information and a checklist for distribution of required documents.

Checklist for Distribution

Checklist for Distribution

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school served under Title I, Part A, distribute to parents and family members of participating children a written district-level and school-level parent and family engagement policy and school-parent compacts. All documents must be distributed to parents in a timely manner. The district-level and school-level Parent and Family Engagement policies should have a reference to the chosen methods of distributing the information. As the school and district representatives are reviewing the documentation of multiple distribution methods, they may use the following checklist to record the evidence.

School Name: _____

Which Document Are You Reviewing?

Check only one. Use this template for each document review.

- District Parent and Family Engagement Policy/Plan distributed prior to November 1
- School Parent and Family Engagement Policy/Plan distributed prior to November 1
- School-Parent Compact distributed prior to November 1
- Other _____

What Types of Documentation Shows Evidence of Distributing in Multiple Ways?

Method of Distribution (must use two or more methods)	Date of Distribution
<input type="checkbox"/> Screenshot of school website with a link to documents and date of screenshot taken	
<input type="checkbox"/> Screenshot of school social media with a link to documents and date of screenshot taken	
<input type="checkbox"/> Annual Title I meeting documentation to include invitations, agenda, sign-in sheets, and minutes/notes, or presentation slides indicating distribution of documents	
<input type="checkbox"/> Signed and dated teacher dissemination statement indicating that the documents were sent home with each student	
<input type="checkbox"/> Signed and dated signature sheet or section for the School-Parent Compact	
<input type="checkbox"/> Parent-Teacher Conference(s) with a sign-in sheet of parents' signatures, dates, and names of documents discussed	
<input type="checkbox"/> Email or text message with attachments or links to documents posted online	
<input type="checkbox"/> Included in student registration packets with signed acknowledgements of receipt	
<input type="checkbox"/> Included in the Student Handbook with signed and dated acknowledgements of receipt	
<input type="checkbox"/> Mailed letter with a dated postage receipt and list of mailing addresses	

<input type="checkbox"/> Picture of documents in the Parent Resource Center or the front office and date of picture taken	
<input type="checkbox"/> Other _____	
<p>ACCESSIBILITY</p> <p> <input type="checkbox"/> The document is in a language or languages parents can understand. <input type="checkbox"/> The document is in a format that parents can understand. </p> <p><i>To the extent practicable, the district and schools must provide opportunities for the informed participation of parents and family members, including those who have limited English proficiency, with disabilities, and of migratory children. Excerpt from Section 1116(f) and Section 1116(e)(5)</i></p>	
<p>SCHOOL-PARENT COMPACT Signatures and Dates</p> <p> <input type="checkbox"/> Signed and dated by the child’s teacher or school representative (Recommended for the homeroom teacher to be the school representative) <input type="checkbox"/> Signed and dated by parent <input type="checkbox"/> Signed and dated by student </p> <p><i>Signatures and dates may be on a separate signature sheet or a section of the School-Parent Compact. A sampling of signed compacts including all required signatures prior to November 1 should be used as documentation to evidence one of the requirements for multiple methods of distribution. School signatures do not have to be original.</i></p>	

This checklist was reviewed by the following school and district representatives:

School Representative’s Name: _____

Title/Role: _____

Signature: _____

Date: _____

District Representative’s Name: _____

Title/Role: _____

Signature: _____

Date: _____



ANNUAL TITLE I PARENT MEETING

Each school that receives Title I funds must convene an annual parent meeting to inform participating parents about the school's Title I program and their rights to be involved. This meeting should be held in a timely manner at the beginning of the school year, prior to November 1, and should be a meeting to inform only and not seek formal input for the current year's parent and family engagement policies, school-parent compacts, building school staff capacity, or parent and family engagement budget.

To assist schools in their planning and facilitation of the annual Title I parent meeting, the Georgia Department of Education offers examples of two different meeting formats that schools can utilize. Schools are encouraged to use these sample agendas and meeting handouts to review the required components of the annual Title I parent meeting.

Annual Title I Parent Meeting: Traditional Sample Narrative

Annual Title I Parent Meeting: Traditional Meeting Sample

Annual Title I Parent Meeting: Facilitated Sample Narrative

Annual Title I Parent Meeting: Facilitated Meeting Sample

Annual Title I Parent Meeting: Traditional Sample Narrative



Length of the workshop: 1.5 hours*

WHAT YOU WILL NEED:

- Chart paper
- Chart markers
- 1 large group facilitator
- Time keeper
- Other key staff as needed
- Screen/projector/computer for presentation slides or visuals
- Meeting Feedback Form
- Light refreshments/child care/transportation (optional)

GUIDE

Follow the suggested agenda on the back of this page allowing time for welcoming comments as well as questions, and sharing of contact information at the end. It is suggested to spend about 20 minutes on agenda items 1–6, about 10 minutes on agenda item 7, about 10 minutes on agenda items 8–9, about 15 minutes on agenda item 9, about 5 minutes on agenda 10, and about 15 minutes on agenda item 11–12.

Facilitator Tip: To make the delivery of information more interesting, include parents and students as speakers or facilitators. Also, look for ways to provide opportunities for two-way communication, so the meeting does not appear just as a school lecture. Utilize technology resources such as video and audio to engage attendees, as appropriate. Hold the meeting in a central location within the school attendance zone to help with parent attendance.

Final Note: You may want to do more than the law requires for this meeting to increase parent attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and parents (by showing off a school project, incorporating student entertainment or a student-parent activity, highlighting community partners, etc.) However, it is crucial that this meeting have as its central focus and be advertised as the Annual Title I Parent Meeting. Furthermore, the Annual Title I Parent Meeting may be conducted before or after a school event, but not embedded within the event in which parents were not aware that the purpose of the Annual Parent Meeting was to learn about the Title I program.

****1.5 hours allows time on the front and back end of the meeting for parents to mingle, ask questions and feel comfortable in the meeting environment. It should only take about 1–1.25 hours to deliver the content, but it is crucial for parents to feel a part of the school so do not rush the information or fail to take questions.***

Annual Title I Parent Meeting: Traditional Meeting Sample



[Insert School Logo]

Annual Title I Parent Meeting

(Insert Meeting Location, Date, and Time of Meeting)

Welcome parents and community members!

We are glad to welcome you to our school's Annual Title I Parent Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, childcare is available in room #. Please sign in your child before the meeting begins.

This morning/evening we will be reviewing and discussing our school's Title I program. We will cover the following items that are important to you as parents:

1. What is a Title I school?
2. How does our school spend Title I money? How is Title I Parent and Family Engagement money spent?
3. How does our school participate in the Title I Program?
4. What are our school's Title I (schoolwide or targeted assistance) requirements?
5. (Insert school's name) Schoolwide Program – Past and Present
 - What are our schoolwide goals?
 - What programs/supports are in place to help my child?
 - What is the [state's grades report](#) for our school?
6. What curriculum does our school use?
7. What tests will my child be taking (include WIDA ACCESS and Alternate Assessments)?
 - How do these tests measure my child's progress?
 - What proficiency levels is my child expected to meet?
 - How to access previous test performance, standards, and attendance about my child using the [Statewide Longitudinal Data System \(SLDS\)](#) through the school's parent portal (if applicable)
8. What is required by law for Parent and Family Engagement?
 - What is the district's Parent and Family Engagement Policy?
 - What is the school's Parent and Family Engagement Policy?
 - What is a School-Parent Compact?
9. Does my child's teacher meet professional qualifications?
 - What is a parent's right to know?
10. What opportunities does the school provide for family engagement?
 - List family engagement opportunities offered for school or home
 - List volunteer opportunities
 - List parent decision making opportunities/meetings/councils
11. How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
12. Closing and evaluations



We welcome parent questions/comments throughout the presentation! We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get involved. Thank you for coming! We hope to see you again very soon!

Annual Title I Parent Meeting: Facilitated Sample Narrative



Length of the workshop: 2 hours*

What you will need:

- 5 round tables and chairs spread out across the room
- Chart paper or 3' sections of butcher paper
- Chart markers
- Screen/Projector/Computer for PowerPoint
- 1 large group facilitator/time keeper
- 5 facilitators (staff members or parent leaders)
- Printed out copies of questions for the 5 different Table Topics
- Bell or other alarm (optional)
- Meeting Feedback Form
- Light Refreshments/Childcare/Transportation (optional)

Facilitator Tip: If you have more than 50 parents at your meeting, you may want to split up the topics and add more tables, or duplicate topics so there are two sets of tables for each topic. You want your parents to feel comfortable to ask questions and you may not want more than 10 parents in each group

Guide:

Welcome & Explanation of the Event (20 minutes)

Greet your parents and introduce yourself and staff members.

Suggested language, “Good Evening (Morning), we’d like to welcome you to our Annual Title I Parent Meeting and thank you for coming. We have childcare in Room #, if you haven’t taken your children there yet, you can do so after I finish explaining what we’re going to talk about tonight/this morning. There are a few refreshments in the back of the room, please help yourself. We want tonight/today to be casual and for you to leave with some great information about Title I as well as information parents should know about our school. Before we begin our small group discussion, I’d like to give you a little background information regarding Title I.”



(With the large group discuss: 1) Definition of Title I; 2) Title I school funds; 3) School's participation in Title I; and 4) Title I requirements.

“We have a lot of information about Title I that we would like you to know, but we also want to give you a chance to ask questions and have small group conversations with our staff and parent leaders. As you can see, we have split the room into five sections. At each section you will discuss a different part of Title I.”

Introduce your facilitators and point to them:

Table #1 – “(Name) will discuss the Title I Schoolwide Plan, Goals, and School-Parent Compacts”

Table #2 – “(Name) will discuss Curriculum, Standards, Assessments (WIDA ACCESS and Alternate Assessments), and the Statewide Longitudinal Data System (SLDS)” (Not all items may be applicable to your school)

Table #3 – “(Name) will discuss School and District Parent and Family Engagement Policies”

Table #4 – “(Name) will discuss Teacher Professional Qualifications, Report Cards, and the State’s Grades Report” (Not all items may be applicable to your school)

Table #5 – “(Name) will discuss Title I Parent and Family Engagement Funding and Parent and Family Engagement Opportunities”

Facilitator Tip: Feel free to rearrange, change, add, or delete table topics as needed to fit your group’s needs as long as you still cover all the necessary Annual Title I Parent Meeting requirements.

“You will have 14 minutes at every table. The staff person or parent leader I just pointed to will talk to you briefly about the topic at that table. We then want you to discuss the topic and ask questions. There are markers and paper at every table. Please feel free to write notes or questions on the paper. Be as creative as possible as we want this to be fun and interactive meeting. I will ring the bell after 14 minutes and then you will have 1 minute switch to the next table with your entire group. We’ll keep doing this until you get to all of the tables. Let’s number off.”

(Optional: Start with the first person and point, “You are #1,” next person and point, “You are #2”, repeat for 3,4,5 and then start at 1 again. All of the #1’s can you please go to that table, all of the #2’s can you please go to that table, etc.)



Small Group Discussions (90 minutes)*

Time each section for 14 minutes, and give participants approximately 1 minute to switch tables. A lead facilitator, such as the Principal, with background knowledge on Title I should roam the room, listen to the feedback from parents, and answer any questions that table facilitators cannot answer.

Facilitator Tip: Instruct your table facilitators to provide the information on the Table Topics succinctly, leaving time for discussion at each table. Each topic should not take more than 5 minutes to explain. Families will learn more if they can ask for clarification on topics they do not understand. Also, ask facilitators to keep their comments neutral, refraining from opinions. Provide facts and information, and explain challenges the school may have, but let parents conclude their own opinions.

Closing (10 minutes)

“We’d like to thank you for coming tonight. We hope you found the information helpful and that you had a chance to meet our staff and other parents from the school. We have some flyers at the back of the room that will provide you with more information on some of the topics you discussed. Please feel free to ask us questions about Title I throughout the school year and know that staff is always available to help and support you and your children.

(Provide parents with a contact information sheet for the school/district that provides them with who to contact when they have questions about particular topics. Also, provide contact information on the closing PowerPoint slide).

We also have a feedback form *(copy on bright paper)* that we’d like you to fill out to help us improve this event for parents in the future.

(Provide parents with a copy of the feedback form and make that their ticket out the door).

We hope that you feel welcomed to be a part of this school throughout the year and thanks again for coming.”



Final Note: You may want to do more than the law requires for this meeting to increase parent attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and parents (by showing off a school project, incorporating student entertainment or a student-parent activity, highlighting community partners, etc.) Such activities should be held before or after the Annual Title I Meeting presentation. It is crucial that this meeting have as its central focus and be advertised and conducted as the Title I Annual Parent Meeting.

****If necessary, meeting could be shortened to about 1.5 hours if the table topics were limited to 10 minutes each instead of 14 minutes, while still allowing for the 1 minute transition between tables.***

Adapted From: Nevada State PIRC, *Annual Title I Meeting Toolkit for Schools*. Retrieved from: <http://www.nevadapirc.org/programs-initiatives/eseaoutreachandworkshops/>

engage
school
parent
education
community
support
believe
progress
family
educate
achieve
levels
strengthen
educate
focus
community
support
success
teacher
level
together
academic
focus
community
support
respect
program



Annual Title I Parent Meeting: Facilitated Meeting Sample



[Insert School Logo]

Annual Title I Parent Meeting

(Insert Meeting Location, Date, and Time of Meeting)

Welcome parents and community members!

We are glad to welcome you to our school's Annual Title I Parent Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, child care is available in room #. Please sign in your child before the meeting begins.

This morning/evening we will be discussing our school's Title I program. We will cover some topics together as a large group and others in smaller groups. This way you will have an opportunity to ask questions, offer suggestions, get to know other parents, and participate in more detailed discussions.

As a large group we will discuss:

- ❖ What is a Title I school?
- ❖ How does our school spend Title I money?
- ❖ How does our school participate in the Title I Program?
- ❖ What are our school's Title I (schoolwide or targeted assistance) requirements?

Then we will break into small groups and discuss the following items in more detail. You will have the opportunity to visit each table.

- ❖ Table #1 - Title I Schoolwide Plan and Goals and School-Parent Compacts
- ❖ Table #2 - Curriculum, Standards, Assessments (including WIDA ACCESS and Alternate Assessments), and the [Statewide Longitudinal Data System \(SLDS\)](#)
- ❖ Table #3 - School and District Parent and Family Engagement Policies
- ❖ Table #4 - Teacher Professional Qualifications, Report Cards, and the [State's Grades Report](#)
- ❖ Table #5 - Title I Parent and Family Engagement Funding and Parent and Family Engagement Opportunities

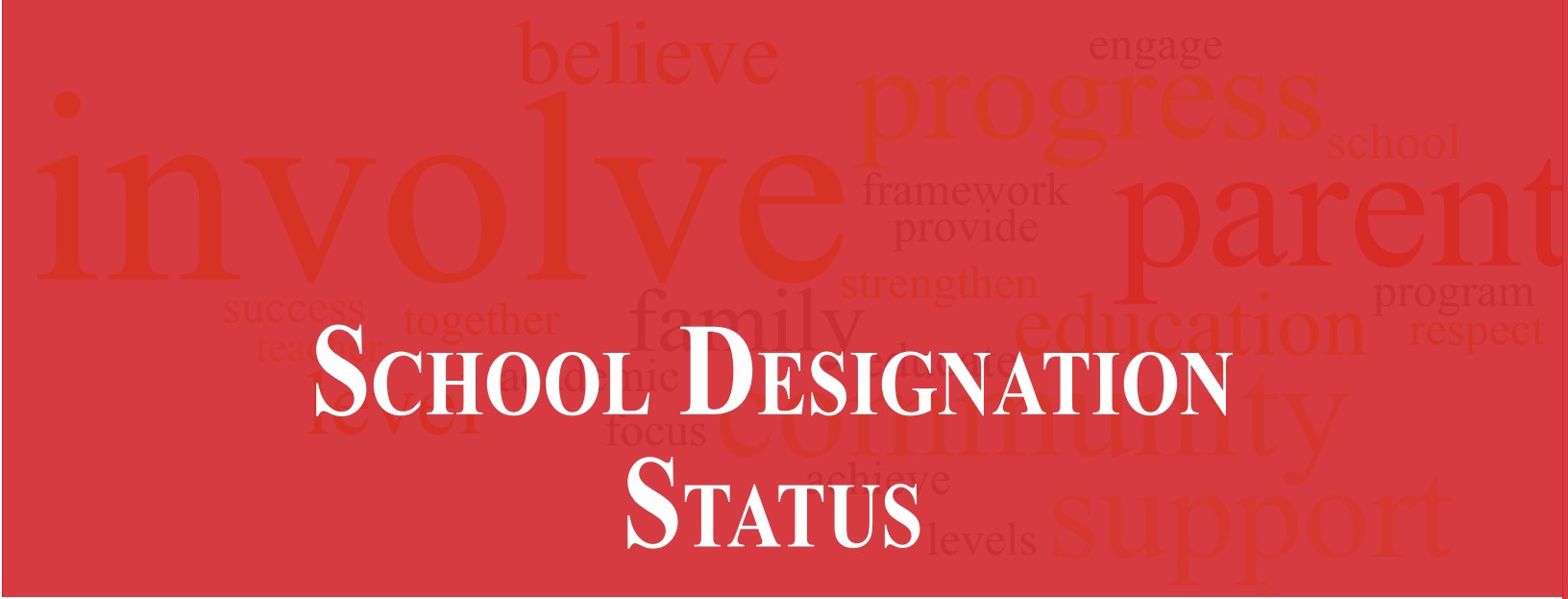
We will then end the meeting as a large group, once again, to address:

- ❖ How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
- ❖ Closing and evaluations



We encourage you to ask questions throughout the large group presentations and at the small group table discussions. We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get engaged in your child's education. Thank you for coming! We hope to see you again very soon!





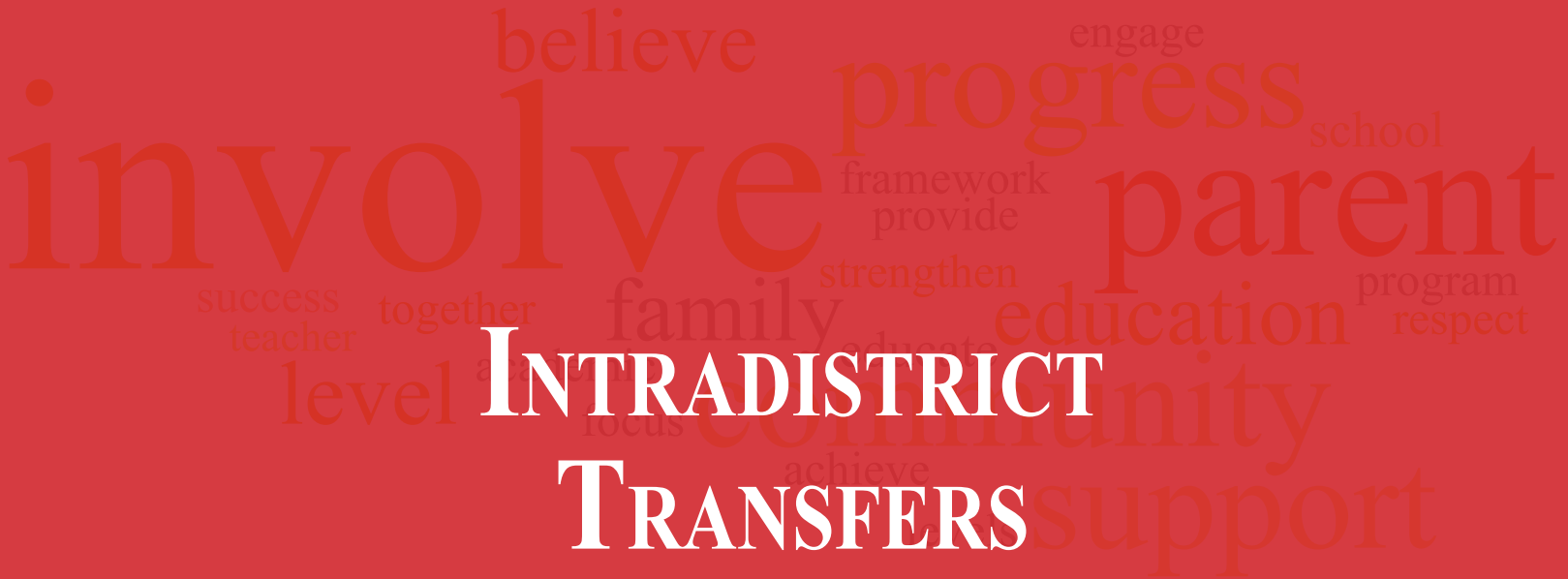
SCHOOL DESIGNATION STATUS

Due to the implementation of the new federal law, the Every Student Succeeds Act (ESSA), the designations of Priority Schools and Focus Schools as well as the Flexible Learning Program (FLP) are no longer required after the 2016-2017 school year; therefore, parent notifications with a FLP description of services and eligibility are not applicable. Beginning in the 2018-2019 school year, the Georgia Department of Education identified schools that need additional support and improvement. As required by ESSA, the new designations are Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools. When CSI and TSI schools were identified, schools may or may not have been a Priority or Focus school in previous years; however, these schools no longer have the Priority or Focus school designation. For more information about designation status of schools, please visit the Division of School and District Effectiveness website at <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>.



PROFESSIONAL QUALIFICATIONS

All schools must provide notification to all parents regarding their right to request teacher and paraprofessional qualifications. This parent right to know notification must be shared at the start of the school year. For a sample parent notification template, visit the Title II, Part A Resources webpage at [http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-\(PQ\).aspx](http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx)



INTRADISTRICT TRANSFERS

The Georgia General Assembly passed a state law in 2009 (House Bill 251) called Intradistrict Transfers. As required by the Official Code of Georgia Annotated (O.C.G.A.) §20-2-2131, school systems must inform parents of their intradistrict transfer rights. All notification must be made prior to July 1 of the upcoming school year. Please refer to the Georgia Code at <http://www.legis.ga.gov/en-US/default.aspx> for additional information.

Policies

section five



This section provides necessary documentation samples and templates to help schools and districts implement the required provisions of Title I parent and family engagement law, as well as enhance their parent and family engagement programs. Included in this section are parent and family engagement checklists and school and district parent and family engagement policy templates.

LEA PARENT AND FAMILY ENGAGEMENT POLICY

Each Local Educational Agency (LEA) that receives Title I funds must jointly develop, and agree on with, and distribute to parents and family members of children receiving services a written parent and family engagement policy. The LEA parent and family engagement policy outlines how the district will implement programs, activities, and procedures for the engagement of parents in Title I programs. The policy will establish the district's expectations for parent and family engagement and how the district will carry out the parent and family engagement requirements.

To better assist districts in the development of the LEA parent and family engagement policy, the Georgia Department of Education provides two different examples of LEA parent and family engagement policies. The Traditional Template outlines the various components of the policy that districts must implement and describe how they will address. The Innovative Template provides schools with an example of a family-friendly format of the LEA parent and family engagement policy that addresses and describes all the necessary components. School districts are encouraged to use these sample policies along with the LEA parent and family engagement policy Guide to Quality with the compliance rubrics. The LEA Level Parent and Family Engagement Checklist to review and understand the required components of the LEA parent and family engagement policy has been integrated into the compliance rubric for the Consolidated LEA Improvement Plan (CLIP).

To view the CLIP rubric, visit the Federal Programs webpage at:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

LEA Parent and Family Engagement Policy Traditional Template

LEA Parent and Family Engagement Policy Guide to Quality

LEA Parent and Family Engagement Policy Innovative Template

LEA Parent and Family Engagement Policy Traditional Template

NOTE TO THE LEA: School districts, in meaningful consultation with parents, may use the sample template below as a framework for the information to be included in their parent and family engagement policy. School districts are not required to follow this sample template or framework, but if they establish the LEA's expectations for parent and family engagement and include all of the components listed under "Description of How District Will Implement Required LEA Parent and Family Engagement Policy Components" below, they will have incorporated the information that Section 1116(a)(2) requires to be in the LEA parent and family engagement policy. School districts, in meaningful consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement. (This template is available as a downloadable Word document at partnerships.gadoe.org.)

INSERT YOUR
DISTRICT LOGO
HERE

**Local Educational Agency (LEA)/District Level
Parent and Family Engagement Policy/Plan**
[Insert District Name]
[School Year XXXX - XXXX]
[Insert Revision Date MM/DD/YYYY]

In support of strengthening student academic achievement, [Insert name of school district] receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Georgia Department of Education.

The [Insert name of school district] agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- The school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with federal law.

- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.
- The school district will be governed by the following definition of parental involvement/family engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

The name of school district will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

(Describe how parents will be involved in the development of the district parent and family engagement policy, Consolidated LEA Improvement Plan (CLIP), and how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and if applicable the Comprehensive Support and Improvement and the Targeted Support and Improvement plans.)

TECHNICAL ASSISTANCE

The name of school district will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful

consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement policies/plans, school-parent compacts, and all Title I parent and family engagement requirements.)

ANNUAL EVALUATION

The name of school district will take the following actions to conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental engagement, and to revise, if necessary, its parent and family engagement policies.

(Describe/List actions for how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)

RESERVATION OF FUNDS

The name of school district will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

(Describe/List how the district will share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used. If the district does not receive a Title I, Part A allocation greater than \$500,000, then the district is not required to include a description of its Reservation of Funds.)

COORDINATION OF SERVICES

The name of school district will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: *[Insert programs, such as: Head Start or other public preschool programs; transitioning to middle, high, postsecondary schools, or careers; and other programs]* that encourage and support parents in more fully participating in the education of their children by:

(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.)

BUILDING CAPACITY OF PARENTS

The name of school district will, with the assistance of its Title I schools, build parents' capacity for strong family engagement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

(Describe/List activities, such as workshops, conferences, classes, online resources, if trained by the Georgia Department of Education in Academic Parent-Teacher Teams (APTT), and any equipment or other materials that may be necessary to support parents in helping their student's academic success.)

BUILDING CAPACITY OF SCHOOL STAFF

The name of school district will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

(Describe/List activities such as workshops, conferences, trainings, webinars, if trained by the Georgia Department of Education in Academic Parent-Teacher Teams (APTT), and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

BUILDING CAPACITY FOR INVOLVEMENT

NOTE TO THE LEA: The LEA parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in meaningful consultation with its parents, chooses to undertake to build parents' capacity for engagement in the school and school district to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESSA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the engagement of other parents
- Maximize family engagement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving family engagement
- Establishing a districtwide parent advisory council to provide advice on all matters related to family engagement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities

NOTE TO THE LEA: Describe how each discretionary item your district and parents chose will be implemented.

ADOPTION

This LEA parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of the 20XX-20XX school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

NOTE TO THE LEA: It is not a requirement that the LEA parent and family engagement policy is signed. This sample template is not an official U.S. Department of Education document. It is provided only as an example.

LEA Parent and Family Engagement Policy Innovative Template

Guide to Quality: Title I, Part A LEA Parent and Family Engagement Policy

School districts may use the guide below to identify the requirements for the local educational agency (LEA) parent and family engagement policy and match these requirements with the sample policy provided by the Georgia Department of Education. Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each LEA receiving Title I, Part A funds jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. Therefore, districts are encouraged to use this guide with the sample policies, in meaningful consultation with parents, to develop a LEA parent and family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement for the district.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	To make the policy more effective:
Jointly Developed	1 A Describe the purpose of the parent and family engagement policy along with information about the Title I program.	1116(a)(2)	<ul style="list-style-type: none"> Provide a brief overview of Title I and its purpose as well as what is included in the district parent and family engagement policy.
	1 B Describe how parents and family members will be involved in the development of the LEA parent and family engagement policy. This may include establishing a parent advisory board.	1116(a)(2) 1116(a)(2)(F)	<ul style="list-style-type: none"> Ensure all parents have the opportunity to provide input on the LEA Parent and Family Engagement Policy by providing several attempts and ways for parents to provide feedback.
Parent Input	2 A Describe how parents and family members will be involved in the development of the Consolidated LEA Improvement Plan (CLIP).	1116(a)(2)(A)	<ul style="list-style-type: none"> List the specific opportunities that exist for parents to provide input and feedback on the CLIP.
	2 B Describe how parents and family members will be involved in developing school improvement plans.	1116(a)(2)(A)	<ul style="list-style-type: none"> Utilize parent leaders to co-facilitate a schoolwide plan meeting.
	2 C Describe how parents and family members will be involved in the decisions regarding how parent and family engagement funds are allotted.	1116(a)(3)(B)	<ul style="list-style-type: none"> Provide various times, ways, and places for parents to provide input on the parent and family engagement budget.
Technical Assistance	3 Describe how the LEA will provide the coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals.	1116(a)(2)(B)	<ul style="list-style-type: none"> Provide ongoing guidance and professional development to schools on effective parent and family engagement activities, school parent and family engagement plans, and school-parent compacts.
Reservation of Funds	4 A Describe how the LEA will reserve 1 percent of Title I funds to carry out parent and family engagement requirements.	1116(a)(3)(A)	<ul style="list-style-type: none"> Describe how the district will establish an adequate budget for parent and family engagement activities and programs.
	4 B Describe how the LEA will distribute 90 percent of the 1 percent reserve to schools.	1116(a)(3)(C)	<ul style="list-style-type: none"> Describe how the district will assist schools in developing parent and family engagement budgets.
Integration	5 Describe ways the LEA will coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs.	1116(a)(2)(C) 1116(e)(4)	<ul style="list-style-type: none"> Distribute and share information with these programs concerning school events and activities for parents that help support student learning and promote academic achievement.
Annual Evaluation	6 Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A and use the findings to design evidence-based strategies.	1116(a)(2)(D) 1116(a)(2)(E)	<ul style="list-style-type: none"> Describe various combinations of evaluation methods—surveys, focus groups, open discussion forums, to provide parents with multiple ways to provide evaluation feedback on the parent and family engagement policy.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	To make the policy more effective:
Format and Language	7 Ensure that the format and language of the policy are family-friendly.	1116(f)	<ul style="list-style-type: none"> Describe how district reports, letters, information, and materials will be available in a format and language that all parents can understand.
Building Capacity	8 A Describe how the LEA will provide assistance to parents in understanding the challenging state academic standards, state and local academic assessments, Title I requirements, and how to monitor their child’s progress and work with educators.	1116(e)(1)	<ul style="list-style-type: none"> Gather feedback from parents to determine their specific understanding of the state academic standards, academic assessments, and school curriculum so the school can provide necessary resources and materials.
	8 B Describe how the LEA will provide 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).	1116(e)(2)	<ul style="list-style-type: none"> Develop educational classes for students and parents to attend to provide them with resources for at-home learning opportunities.
	8 C Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and 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 with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	1116(e)(3)	<ul style="list-style-type: none"> Encourage communication between the district and schools to consistently share, in multiple ways, best practices and ideas how to effectively reach out to parents and family members in a meaningful and productive manner.
	8 D Describe how the LEA will coordinate and integrate parental involvement programs 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 in more fully participating in the education of their children.	1116(e)(4)	<ul style="list-style-type: none"> Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for parent and family engagement, including providing information and resources to support school orientation for parents and students to assist in successful student transitions to school.
	8 E Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.	1116(e)(5)	<ul style="list-style-type: none"> Provide all parents with materials, correspondence, and information in appropriate languages, according to the school population, and a format that is family-friendly.
	8 F Describe how the LEA will provide such other reasonable support for parental involvement activities under this section. (For example, the discretionary items described in Section 1116[e][6-13] to build effective partnerships between the school and parents).	1116(e)(14)	<ul style="list-style-type: none"> Utilize the discretionary items described in Section 1116 to develop strategies to improve parent and family engagement. Provide opportunities for parents to request additional support and offer input on the improvement of parent and family engagement programs.
Measures of Effectiveness	9 Describe the strategies, activities, and information that the school will provide to support a strong partnership between the school, parents, and the community to improve student academic achievement.	This is a best practice and not required.	<ul style="list-style-type: none"> Provide parents with resources and assistance based on the district and school’s needs assessment and parent input.

Achieve County School District

Parent and Family Engagement Policy

20XX-20XX
Revised Month Day, Year
555 Main Street
Yourtown, GA 12345
achievecountyschools.org
(123) 456-7890

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Achieve County School District (ACSD) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe ACSD's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The ACSD will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During the annual State of the District meeting in Month Year, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 20XX-20XX school year. The district sent an email to all parents informing them about this meeting and posted an announcement on the school district website. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), the Comprehensive Support and Improvement School's Plan, and the Targeted Support and Improvement School's Plan. Additionally, each Title I school used its Parent Advisory Council to review the district parent and family engagement policy before the end of the 20XX-20XX school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by Month Year was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, disseminate it during the annual Title I school meetings in the fall, and email the link to all parents in a format and language they can understand.

Strengthening Our School

This year, the district family engagement coordinator (FEC) will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold monthly meetings and trainings with its Title I schools' principals and school FECs to review family engagement plans and activities.

Additionally, the district will convene a summit in March for principals and FECs to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

Reservation of Funds

The ACSD will reserve 1 percent from the total amount of Title I funds it receives in 20XX-20XX to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the ACSD will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school hosted an annual School Improvement Forum in May for parents to provide suggestions on how these family engagement funds could be used in the upcoming year at the district and school-level. Comment cards and minutes from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the FEC in the district office.





Opportunities for Meaningful Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

State of the District Meeting ~ Month Day, Year

All parents are welcome to hear the latest updates from the Achieve County School District as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 20XX-20XX school year. Notices regarding this meeting will be emailed to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school district website.

School Improvement Forums ~ Month Day, Year

During this week, each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as email and text parents to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Unable to attend these meetings? Please visit www.achieveschools.org/TitleI to review the meeting documents and minutes and leave your input.



Scan the code with your smartphone or tablet to access family engagement information from the ACSD website.

Building Capacity

The ACSD will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the ACSD will implement a variety of family and community engagement initiatives. The Academic Parent-Teacher Team (APTT) model of family engagement is one such initiative. Training and support of APTT was provided for through the Georgia Department of Education. APTT is a program wherein teachers and families partner to address academic goals through at-home learning activities.

Of Parents - The ACSD will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to APTT, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and APTT materials for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish.

The ACSD Parent Advisory Council, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement. Community leaders and business partners are also invited to serve on the council. The participation of all of our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

The ACSD will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Ready days, Middle and High School Transition Nights, and College and Career Fairs so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff - The ACSD will conduct four trainings during the school year for principals and school FECs to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. If the school is implementing APTT, the ACSD Family Engagement Leadership Team (FELT) will conduct an APTT training for the entire school staff. The purpose of the FELT is to coordinate the sustainability and growth of APTT in the district. The ACSD will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments.

To ensure that information related to district, school, parent programs, APTT meetings, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and APTT meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, the ACSD will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

Beginning in April, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school

The ACSD will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Mark Your Calendars

For Parents

Annual Parent Survey
Month Day(s), Year

School Improvement Forum
Month Day(s), Year –
Local school site

State of the District
Month Day, Year –
County Board Office

For Schools

Welcoming Schools Training
Month Day, Year –
County Board Office

Principal and FEC Meetings
First Wednesday of every
month

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by the Achieve County School District on Month Day, Year and will be in effect for the 20XX-20XX academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.



SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

Each school that receives Title I funds must jointly develop, agree on with, and distribute to parents and family members of children receiving services a written parent and family engagement policy. The school parent and family engagement policy describes how the school will carry out the parent and family engagement requirements to ensure effective engagement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

To better assist schools in the development of the school parent and family engagement policy, the Georgia Department of Education provides two different examples of school parent and family engagement policies. The Traditional Template outlines the various components of the policy that schools must describe how they will implement and address. The Innovative Template provides schools with an example of a family-friendly format of the school parent and family engagement policy that addresses and describes all the necessary components. School districts are encouraged to use these sample policies along with the school parent and family engagement Guide to Quality in addition to the compliance rubrics and school parent and family engagement checklist to review and understand the required components of the school parent and family engagement policy.

School Parent and Family Engagement Policy Checklist

School Parent and Family Engagement Policy Traditional Template

School Parent and Family Engagement Policy Guide to Quality

School Parent and Family Engagement Policy Innovative Template

School Parent and Family Engagement Policy Checklist

INSERT YOUR
SCHOOL LOGO
HERE

Checklist for the School Parent and Family Engagement Policy

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school served under Title I, Part A, develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy/plan.

School: _____

CONTENT: *Jointly Developed*

What are the Federal and State Requirements?

- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).
- Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Section 1116(b)(1)

- Each school served under this part shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

Section 1116(c)(3)

- 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 respond to any such suggestions as soon as practicably possible.

Section 1116(c)(4)(C)

- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, each school served under this part shall submit any parent comments on the plan when the school makes the plan available to the local educational agency [or district].

Section 1116(c)(5)

Does the School Parent and Family Engagement Policy/Plan Include the Following Required Components?

The School Parent and Family Engagement Policy/Plan Describes:

- How parents will be involved in the development of the school parent and family engagement plan
- How the school will make the school parent and family engagement plan available to the local community
- How the school will update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school
- How the school will submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents
- How the schools will address opportunities for regular meetings if requested by parents

See sample text in the School Parent and Family Engagement Policy template on the Georgia Department of Education Family-School Partnerships Program's website at <http://partnerships.gadoe.org> under Policies.

CONTENT: Annual Title I Meeting

What are the Federal and State Requirements?

Each school served under this part shall —

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
Section 1116(c)(1)

Does the School Parent and Family Engagement Policy/Plan Include the Following Required Components?

Describes how the school will:

- Conduct an annual meeting (prior to November 1) to inform parents of the requirements of Title I and the school’s participation as well as the parents’ rights under Title I. (Recommendation: Include the month/year or month/day/year when the Annual Title I meeting will be held.)

The purpose of the annual Title I meeting is to disseminate information only and cannot be used as an opportunity for gathering input into the Parent and Family Engagement Plan and School-Parent Compacts.

See sample text in the School Parent and Family Engagement Policy template on the Georgia Department of Education Family-School Partnerships Program’s website at <http://partnerships.gadoe.org> under Policies.

CONTENT: Communications

What are the Federal and State Requirements?

- Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.
Section 1116(b)(1), Section 1116(f), and Section 1112(e)(4)
- Each school served under this part shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent and family engagement.
Section 1116(c)(2)
- Each school served under this part shall provide parents of participating children timely information about programs under this part.
Section 1116(c)(4)(A)

Does the School Parent and Family Engagement Policy/Plan Include the Following Required Components?

The School Parent and Family Engagement Policy/Plan Describes:

- How the school will ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand
- How the school will offer meetings at various times (such as in the morning and evening)
- How the school will offer meetings in different formats (such as offered online and in-person group meetings as well as home visits or other types of individual meetings)
- How the school may offer transportation as such services relate to preventing barriers to parent and family engagement
- How the school may offer childcare as such services relate to preventing barriers to parent and family engagement

See sample text in the School Parent and Family Engagement Policy template on the Georgia Department of Education Family-School Partnerships Program's website at <http://partnerships.gadoe.org> under Policies.

CONTENT: School-Parent Compact

What are the Federal and State Requirements?

- As a component of the school-level parent and family engagement developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Section 1116(d)

Does the School Parent and Family Engagement Policy/Plan Include the Following Required Components?

Describes how the school will:

- Jointly develop a School-Parent Compact
- Outline in the School-Parent Compact how parents, the entire school staff, and students will share the responsibility for improved student academic achievement
- Build and develop a partnership to help children achieve the challenging State academic standards

See sample text in the School Parent and Family Engagement Policy template on the Georgia Department of Education Family-School Partnerships Program's website at <http://partnerships.gadoe.org> under Policies.

CONTENT: Reservation of Funds

What are the State Requirements?

- Parents and family members of children receiving services shall be involved in the decisions regarding how funds reserved are allotted for parent and family engagement activities.

Does the School Parent and Family Engagement Policy/Plan Include the Following Required Components?

Describes how the school will:

- Involve parents and family members of children receiving services under Title I in the decisions regarding how reserved funds are allotted for parent and family engagement activities, if the school system receives more than \$500,000 Title I, Part A allocation and a percentage of the 1 percent reservation of funds is allocated to the school.

See sample text in the School Parent and Family Engagement Policy template on the Georgia Department of Education Family-School Partnerships Program's website at <http://partnerships.gadoe.org> under Policies.

CONTENT: Coordination of Services

What are the Federal and State Requirements?

- To the extent feasible and appropriate, coordinate and integrate parent and family engagement programs 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 in more fully participating in the education of their children.

Section 1116(e)(4)

Does the School Parent and Family Engagement Policy/Plan Include the Following Required Components?

Describes how the school will:

- Coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (*applicable to elementary schools*), college and career ready resources or organizations (*applicable to middle and high schools*), parent resource centers, or other programs

See sample text in the School Parent and Family Engagement Policy template on the Georgia Department of Education Family-School Partnerships Program's website at <http://partnerships.gadoe.org> under Policies.

CONTENT: *Building Capacity of Parents*

What are the Federal and State Requirements?

- A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards students are expected to meet.
Section 1116(c)(4)(B)
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The challenging State’s academic standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child’s progress
 - How to work with educators to improve the achievement of their child*Section 1116(e)(1)*
- Provide 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 parent and family engagement.
Section 1116(e)(2)

Does the School Parent and Family Engagement Policy/Plan Include the Following Required Components?

<p>Describes how the school will:</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide parents with a description and explanation of the curriculum in use at the school<input type="checkbox"/> Provide parents with individual student academic assessment results and interpretation of those results<input type="checkbox"/> Provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards<input type="checkbox"/> Provide assistance to parents of children served by the school in understanding topics such as:<ul style="list-style-type: none">○ The Georgia Standards of Excellence○ Georgia Milestones○ Title I, Part A requirements○ Strategies parents can use to support their child’s academic progress○ Partnering with teachers to support their child’s academic achievements<input type="checkbox"/> Provide 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 parent and family engagement

CONTENT: *Building Capacity of School Staff*

What are the Federal and State Requirements?

Each school and local educational agency assisted under this part will —

- Educate teachers, pupil services personnel, principals, 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 with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school.

Section 1116(e)(3)

- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of students in Title I programs in a format and, to the extent practicable, in a language the parents can understand.

Section 1116(e)(5)

- Provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

Section 1116(e)(14)

Does the School Parent and Family Engagement Policy/Plan Include the Following Required Components?

Describes how the school will train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents:

- In the value and utility of contributions of parents
- In how to reach out to, communicate with, and work with parents as equal partners,
- To implement and coordinate parent programs and build ties between home and school
- To provide information in a format, to the extent practicable, in a language the parents can understand
- To respond to parent requests for parent and family engagement activities

See sample text in the School Parent and Family Engagement Policy template on the Georgia Department of Education Family-School Partnerships Program's website at <http://partnerships.gadoe.org> under Policies.

CONTENT: Building Capacity for Involvement

The school parent and family engagement policy/plan may include additional sections describing other discretionary activities that the school, in meaningful consultation with its parents, chooses to undertake to build capacity.

Did the School and Parents Choose to Include the Following Discretionary (Optional) Components in the School Parent and Family Engagement Policy/Plan?

- Trainings:** Involve parents in the development of training for teachers, principals, and educators to improve the effectiveness of the training. *Section 1116(e)(6)*
- Literacy Training:** Provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training. *Section 1116(e)(7)*
- Expenses to Enable Participation:** Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116(e)(8)*
- Parent Leadership:** Train parents to enhance the involvement of other parents. *Section 1116(e)(9)*
- Flexible Options:** Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school to maximize parental involvement and participation in their children's education. *Section 1116(e)(10)*
- Model Approaches:** Adopt and implement model approaches to improving parent and family engagement. *Section 1116(e)(11)*
- Parent Advisory Council:** Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs. *Section 1116(e)(12)*
- Community and Business Roles:** Develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. *Section 1116(e)(13)*

CONTENT: Revision Date and School Year

What are the State Requirements?

- The School Parent and Family Engagement Policy/Plan must reflect a revision date (month/day/year) as well as school year (school year example 2019-2020).

Does the School Parent and Family Engagement Plan Include the Following Required Components?

Revision Date and School Year	
<input type="checkbox"/>	A revision date (month/day/year) prior to November 1
<input type="checkbox"/>	Does not include multiple revision dates
<input type="checkbox"/>	A revision date that is after parents provided input, but before November 1
<input type="checkbox"/>	The school year (20XX-20XX)

***Note:** After final revision, ensure that the School Parent and Family Engagement Policy/Plan is in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Under Monitoring Indicator “Distribution in Multiple Ways and Accessibility”, the Georgia Department of Education monitoring team will review whether the School Parent and Family Engagement Policy/Plan is in an understandable and uniform format and provided in a language the parents can understand.*

This checklist was reviewed by the following school and district representatives:

School Representative’s Name: _____

Title/Role: _____

Signature: _____ Date: _____

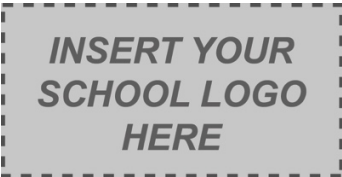
District Representative’s Name: _____

Title/Role: _____

Signature: _____ Date: _____

School Parent and Family Engagement Policy Traditional Template

NOTE TO SCHOOLS: Schools, in meaningful consultation with parents, may use the sample template below as a framework for the information to be included in their school parent and family engagement plan/policy. Schools are not required to follow this sample template or framework, but if they establish the school’s expectations for parent and family engagement and include all of the components listed under “Description of How The School Will Implement Required School Parent and Family Engagement Policy Components,” they will have incorporated the information that Section 1116(b) and (c) of the Every Student Succeeds Act (ESSA) requires to be in the school parent and family engagement plan/policy. Schools, in meaningful consultation with parents, are encouraged to include other relevant and agreed upon activities and actions, as well, that will support effective parent and family engagement and strengthen student academic achievement. (This template is available as a downloadable Word document at <http://partnerships.gadoe.org>.)



School Parent and Family Engagement Policy
[Insert School Name]
[School Year XXXX - XXXX]
[Insert Revision Date MM/DD/YYYY]

In support of strengthening student academic achievement, **[Insert name of school]** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school’s plan submitted to the local educational agency (LEA).

The **[Insert school name]** agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child’s learning
- (B) Parents are encouraged to be actively involved in their child’s education at school
- (C) Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

***NOTE TO SCHOOLS:** The school parent and family engagement policy must include a description of how the school will implement or accomplish each of the following components [Section 1116(b)(1) of ESSA]. This is a sample template, as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included to satisfy statutory requirements.*

JOINTLY DEVELOPED

[Insert school name] will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

(Describe/List how parents will be involved in the development of the school parent and family engagement policy and how parents will be involved in the planning, review, and improvement of parent and family engagement programs.)

ANNUAL TITLE I MEETING

[Insert school name] will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

(Describe/List when the school will hold the Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.)

COMMUNICATIONS

[Insert school name] will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs

- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

(Describe/List how the parent and family engagement policy will be distributed to parents and how the school is going to communicate with parents including information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

SCHOOL-PARENT COMPACT

[Insert school name] will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.

(Describe/List the process the schools will follow to jointly develop with parents a school-parent compact.)

RESERVATION OF FUNDS

If applicable, **[Insert school name]** will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

(If the district receives more than \$500,000 in Title I allocation, then it must reserve 1 percent for parent and family engagement activities. If the school is allocated a percentage of the 1 percent, describe/list how the school will share with parents the budget for parent and family engagement activities and programs and how parents will be involved in providing input into how the funds are used.)

COORDINATION OF SERVICES

[Insert school name] will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs 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 in more fully participating in the education of their children by:

(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)

BUILDING CAPACITY OF PARENTS

[Insert school name] will build the parents’ capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging State’s academic standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child’s progress
 - How to work with educators to improve the achievement of their child

(Describe/List activities, such as workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings, and any equipment or other materials that may be necessary to support parents in helping their student’s academic success.)

BUILDING CAPACITY OF SCHOOL STAFF

[Insert school name] will provide training to educate teachers, specialized instructional support personnel, principals, and 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 with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

(Describe/List activities such as workshops, conferences, trainings, webinars, online resources, and Academic Parent-Teacher Team meetings that will be used with school staff to build their capacity to work with parents as equal partners. Describe/List methods of parents’ assistance for building staff capacity.)

[Insert school name] will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

(Describe/List actions the school will take to provide other reasonable support for parent and family engagement activities.)

DISCRETIONARY SCHOOL PARENT AND FAMILY ENGAGEMENT

POLICY COMPONENTS

NOTE TO SCHOOLS: *The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in meaningful consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESSA.*

Indicate which of the following discretionary (optional) school parent and family engagement policy components the school will implement to improve family-school partnerships:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.
- Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the engagement of other parents.
- To maximize parent and family engagement and participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.
- Adopt and implement model approaches to improving parent and family engagement
- Establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

NOTE TO THE SCHOOLS: *Describe how each discretionary item checked above will be implemented.*

School Parent and Family Engagement Policy Innovative Template

Guide to Quality: Title I, Part A School Parent and Family Engagement Policy

School districts may use the guide below to identify the requirements for the school parent and family engagement policy and match these requirements with the sample policy provided by the Georgia Department of Education. Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. Therefore, schools are encouraged to use this guide with the sample policies, in meaningful consultation with parents, to develop, revise, and review annually a school parent and family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement.

	Does the School Parent and Family Engagement Policy:	Section of Title I Law	To make the policy more effective:
Jointly Developed	1 A Describe the purpose of the parent and family engagement policy along with information about the Title I program.	1116(b)(1)	<ul style="list-style-type: none"> Provide a brief overview of Title I and its purpose as well as what is included in the school parent and family engagement policy.
	1 B Describe how parents and family members will be involved in the development of the school parent and family engagement policy.	1116(b)(1)	<ul style="list-style-type: none"> Ensure all parents have the opportunity to provide input on the school parent and family engagement policy by providing several attempts and ways for parents to provide feedback.
Parent Input	2 A Describe how parents will be involved in the planning, review, and improvement of parent and family engagement programs.	1116(c)(3)	<ul style="list-style-type: none"> Develop multiple opportunities throughout the year for parents to provide feedback and suggestions.
	2 B Describe how the school will provide parents with the opportunity for regular meetings to formulate suggestions and participate in decision-making regarding their child's education.	1116(c)(3) 1116(c)(4)(C)	<ul style="list-style-type: none"> Provide parents with multiple opportunities to provide suggestions and participate in decision-making.
	2 C Describe how parents will be involved in the development of the schoolwide plan.	1116(c)(3)	<ul style="list-style-type: none"> List the specific opportunities that exist for parents to provide input on the schoolwide plan.
Annual Title I Meeting	3 Describe how the school will convene an annual meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' right to be involved.	1116(c)(1)	<ul style="list-style-type: none"> Describe how the school will offer a flexible number of Title I Annual Parent Meetings at various times and in varying formats.
Communications	4 A Describe how the school will notify parents and family of the parent and family engagement policy in an understandable format.	1116(b)(1)	<ul style="list-style-type: none"> Ensure that necessary information is received by parents and family members by providing updates in multiple ways.
	4 B Describe how the school will provide parents with timely information about Title I programs.	1116(c)(4)(A)	<ul style="list-style-type: none"> Describe the various methods the school will use to communicate information with parents
	4 C Describe how the school will offer parents a flexible number of meetings and transportation, child care, or home visits.	1116(c)(2)	<ul style="list-style-type: none"> Describe how the school will offer multiple meetings at convenient times for parents to increase participation
School-Parent Compact	5 Describe the process the schools will follow to jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement.	1116(d)	<ul style="list-style-type: none"> Work with parents to evaluate commitments and determine how successful each party was throughout the school year in honoring the compact.

	Does the School Parent and Family Engagement Policy:	Section of Title I Law	To make the policy more effective:
Family Friendly	6 Ensure that the format and language of the policy are family-friendly.	1116(f) 1116(b)(1)	<ul style="list-style-type: none"> Describe how district reports, letters, information, and materials will be available in a format and language that all parents can understand.
Building Capacity	7 Describe how the school will build parent capacity for strong parental involvement.	1116(e)	<ul style="list-style-type: none"> Describe the various ways the district will implement procedures to build the schools' and parents' capacity.
	7A Describe how the school will provide assistance to parents in understanding the achievement levels of the challenging State academic standards, state and local academic assessments and alternate assessments, Title I requirements, and how to monitor their child's progress and work with educators.	1116(e)(1) 1116(c)(4)(B)	<ul style="list-style-type: none"> Provide grade-level educational workshops designed to help parents understand the corresponding subjects, assessments, and requirements.
	7B Describe how the district will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology.	1116(e)(2)	<ul style="list-style-type: none"> Develop parent guides and resources that align with the classroom instruction to bridge student learning with parent support at home.
	7C Describe how the school will educate teachers, specialized instructional support personnel, principals, and 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 with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	1116(e)(3)	<ul style="list-style-type: none"> Create regularly scheduled, at least quarterly, staff development classes highlighting different ways that the school, families, and students can work together to obtain goals.
	7D Describe how the school will coordinate and integrate parent involvement programs 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 in more fully participating in the education of their children.	1116(e)(4)	<ul style="list-style-type: none"> Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for parental involvement, including providing information and resources to support school orientation for parents and students to assist in successful student transitions to school.
	7E Describe how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.	1116(e)(5)	<ul style="list-style-type: none"> Provide all parents with materials, correspondence, and information in appropriate languages, according to the school population, and a format that is family-friendly. (Including the School Parent and Family Engagement Policy)
	7F Describe how the school will provide other reasonable support for parental involvement activities under this section as parents may request.	1116(e)(14)	<ul style="list-style-type: none"> Utilize the discretionary items described in Section 1116 to develop strategies to improve parent and family engagement. Provide opportunities for parents to request additional support and offer input on the improvement of parent and family engagement programs.
Measures of Effectiveness	8 Describe the strategies, activities, and information that the school will provide to support a strong partnership between the school, parents, and the community to improve student academic achievement.	This is a best practice and not required.	<ul style="list-style-type: none"> Provide parents with resources and assistance based on the school's needs assessment and parent input. Develop multiple opportunities for parents to receive information and to be engaged in the child's education.

SAMPLE TEMPLATE

Schools, in meaningful consultation with parents, may use the sample template on the following pages as a framework for the information to be included in their parent and family engagement policy. [Schools are not required to follow this sample template or framework, but if they establish the school’s expectations for parent and family engagement and include all of the components listed, then they will have incorporated the information that Section 1116(b)(1) of the Every Student Succeeds Act (ESSA) requires for the school-level parent and family engagement policy.]

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy, that contains information required by Section 1116(b)(1) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school’s plan submitted to the local educational agency (LEA).

[NOTE: Schools, in meaningful consultation with parents, are encouraged to include other relevant and agreed-upon activities and actions, that will support effective parent and family engagement and strengthen student academic achievement. If schools choose to use the following template, this document provides additional space for schools to include these actions and additional activities in their school parent and family engagement policy. Additionally, schools are not required to use the parent comment form that is provided; however, this is provided as one method that schools can use to submit parent comments with the plan to the LEA as required by Section 1116(c)(5).]

The school-level parental involvement policy template two begins on the next page.



Oak Elementary School

Parent and Family Engagement Policy and Plan for Shared Student Success

6

20XX-20XX School Year

Oak Elementary School
Dr. John Smiley, Principal
123 Tree Street
(123) 456-7890
www.sampleschoolwebsite.com

Plan Revised Month Day, Year

What is Title I? 1A

Oak Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family

engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement policy.



School Plan for Shared Student Achievement

1A



What is it?

This is a plan that describes how Oak Elementary will provide opportunities to improve family engagement to support student learning. Oak Elementary values the contributions and involvement of parents and family members to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Oak Elementary will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

Oak Elementary School invited all parents to attend our annual School Forum last spring to review and revise this parent and family engagement policy, as well as the schoolwide plan, our school-parent compact, and the family engagement budget. Additionally, parent input and comments regarding this plan are welcome during the school year through an online form. The plan is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online and by mail to ask parents for their suggestions on the plan and the use of funds for family engagement. Parents and family members can also give feedback during several parent meetings and activities during the school year including our annual Community Cares event.

Who is it for?

All students participating in the Title I, Part A program, and their families are encouraged and invited to fully participate in the opportunities described in this plan. Oak Elementary will provide full opportunity for the participation of parents and family members with limited English, with disabilities, and of migratory children.

Where is it available?

At the beginning of the year, the plan is included in the student handbook that is given to all students. As a reminder, we will email the plan to all parents in August before the scheduled Open House event. The plan will also be posted on the school website and social media. Parents can also retrieve a copy of the plan in the Parent Resource Center.

1B

2C

2B

1A

4A

20XX-20XX District Goals

All schools in the district will score in the 90th percentile or above as measured by the College and Career Readiness Performance Index (CCRPI).

7A 20XX-20XX School Goals

On the 20XX CCRPI report, increase the CCRPI performance indicator in reading and mathematics by 5 percent.

The focus for reading is:

- K-1: Beginning sounds and sight words*
- K-4: Vocabulary development*

The focus for math is:

- K-6: Place value and estimation*

5 School-Parent Compacts

As part of this plan, Oak Elementary and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers during the

Community Cares event and the School Forum. The school-parent compacts also are shared with parents during parent-teacher conferences and kept with each child's teacher if parents need another copy.



Let's Get Together! 4C

Oak Elementary will host the following events to build the capacity for strong family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. All meetings for parents and family members will be held twice during the day in the morning before school and in the evening at 7:00 pm.

3

Annual Title I Meeting – Month Day, Year

We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide plan, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.

Open House – Month Day, Year

Meet your child's teacher and our friendly and helpful school staff for the year.

New Parent Breakfast – Month Day, Year

Learn helpful information to prepare for the school year.

Parent Math Night – Month Day, Year

Learn how to make math fun at home.

Kindergarten Coffee House – Month Day, Year

Parents will enjoy hearing the latest writing samples and curriculum updates.

Parent-Teacher and Student Conferences – Month Day(s), Year

Scheduled updates on your child's progress.

Taste of Curriculum Night – Month Day, Year

Sample a little bite from the different areas of your child's academics.

Technology Talk – Month Day, Year

Catch up with the latest resources to help support your child's learning.

Lunch n Learn – Monthly

Gain knowledge about topics relevant to your child's education.

Community Cares Fair – Month Day, Year

Connect with the school and community to build a better school and review school plans.

Parent Appreciation – Month Day, Year

A celebration of family engagement and the recognition of its impact on school and student success.

School Forum – Month Day, Year

A forum for parents and family members to participate in roundtable discussions with the principal and staff regarding the schoolwide plan, parent and family engagement policy, school-parent compacts, and the family engagement budget.

2A 2C



7A

7B

7A

7A

7B

7A

7D

Parent Resource Center

Come visit the Parent Resource Center to check out books, study materials, and activities to use at home with your child. Computers are available for parents to explore the Parent Portal and educational resources.

Monday – Friday, 7:30 am – 5:30 pm

Parent and Family Engagement

Oak Elementary believes that family engagement means the participation of parents and family members in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education at school.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

4C

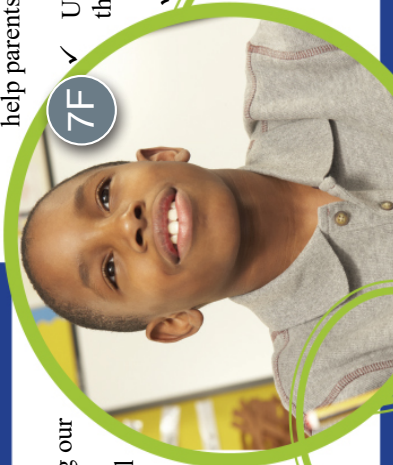
Oak Elementary is committed to helping our parents and families attend the family activities listed in this policy. Please call or email us if you need assistance with child care or transportation in order to participate in our programs.

Joe Smith
(123) 456-7890 or
email@address.com

Oak Elementary is Branching Out!

Oak Elementary will take the following measures to promote and support parents and family members as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- ✓ Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, posted on the school website, and included in the monthly school newsletter for all families. **4B**
- ✓ Provide monthly trainings for staff during their planning periods on strategies to improve communication with parents and ideas to increase family engagement with reading and math activities for our students outside of the classroom. Staff will also share best practices during regularly scheduled faculty meetings. **7C**
- ✓ Partner with early childhood programs, middle and high schools, college and career ready resources or organizations, parent resource centers, or other programs (as applicable) to help prepare parents and their children for successful school transitioning. **7A**
- ✓ Share information in English and Spanish on the school blog and in the school newsletter for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators. **7B**
- ✓ Communicate with all families and the community on a regular basis regarding schoolwide events and activities, through phone messages, social media, and flyers. **4A**
- ✓ Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning. **7F**
- ✓ Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement. **7B**
- ✓ Use our Partners in Education and School-Community Team to improve awareness of the activities and events listed in the school parent and family engagement policy. **7F**
- ✓ Offer literacy and computer classes for parents and family members to help further enhance their various educational levels.
- ✓ Collect feedback from parents and family members at all events, place input cards around the building and post a suggestion form on the school website in order to respond to parents' requests for additional support for parent and family engagement activities. **7F**



7F Parent and Family Engagement Standards

Oak Elementary and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

2A School Community Team

Oak Elementary invites all parents to join the School Community Team to share ideas and ways to involve other parents and family members to build partnerships with school, families, and the community. The team will meet four times during the school year, but parents and family members can also submit their ideas or suggestions at any school activities and meetings, as well as through our parent surveys and website. If you would like to learn more about the School Community Team, please contact the principal at (123) 456-7890 or complete the interest form and leave it in the Main Office.



8 School Community Team

- Yes, I am interested and wish to join the School Community Team.
- Please contact me so I can learn more in joining the School Community Team.
- Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

2A Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this policy that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) _____

Telephone Number: (optional) _____



Combined Checklist for the Parent and Family Engagement Policy/Plan

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each local educational agency (LEA) receiving Title I, Part A funds develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. Some LEAs name their Parent and Family Engagement Policy their “plan” due to local requirements to have all “policies” approved through their local school board adoption process. This checklist combines the requirements for both the district- and school-level parent and family engagement policy. A state charter school and a school system with one Title I school or one school per grade band may use this checklist to verify compliance with federal and state guidance.

School Name: _____

Jointly Developed

The Parent and Family Engagement Policy Describes how the School System will:	What are the Federal ² and State Requirements?
<ul style="list-style-type: none"> <input type="checkbox"/> Jointly develop and update with stakeholders, at least annually as part of the Consolidated LEA Improvement Plan (CLIP), the parent and family engagement policy to meet the changing needs of parents and the school <input type="checkbox"/> Make the parent and family engagement policy available to the local community <input type="checkbox"/> Involve parents and family members in jointly developing the School Improvement/Title I Schoolwide Program/Title I Targeted Assistance Plan <input type="checkbox"/> Submit any parent comments to the school system if the Title I Schoolwide Plan is not satisfactory to parents <input type="checkbox"/> If applicable, involve parents and family members in jointly developing the Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI) plans 	<p>The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations and objectives for meaningful parent and family involvement, and describe how the agency will involve parents and family members in jointly developing the local educational agency plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).</p> <p style="text-align: right;"><i>Section 1116(a)(2)(A)</i></p> <p>Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f)... Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p style="text-align: right;"><i>Section 1116(b)(1)</i></p> <p>Each school served under this part shall involve parents, in an organized, ongoing, and timely way,</p>

² The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Combined Checklist for the Parent and Family Engagement Policy/Plan

	<p>in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.</p> <p style="text-align: right;"><i>Section 1116(c)(3)</i></p>
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Technical Assistance

<p>The Parent and Family Engagement Policy Describes how the School System will provide:</p>	<p>What are the Federal* and State Requirements?</p>
<p><input type="checkbox"/> Coordination and other support to all Title I funded staff in the school system</p> <p><input type="checkbox"/> Technical assistance to all the Title I funded staff in the school system</p> <p><input type="checkbox"/> Other support necessary to assist participating schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education</p>	<p>Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education</p> <p style="text-align: right;"><i>Section 1116(a)(2)(B)</i></p>

Annual Title I Meeting

<p>The Parent and Family Engagement Policy Describes how the School System will:</p>	<p>What are the Federal* and State Requirements?</p>
<p><input type="checkbox"/> Conduct an annual meeting (prior to November 1) to inform parents of the requirements of Title I and the school's participation as well as the parents' rights under Title I. (Recommendation: Include the month/year or month/day/year when the Annual Title I meeting will be held.)</p> <p><i>The purpose of the annual Title I meeting is to disseminate information only and cannot be used as an opportunity for gathering input into the Parent and Family Engagement Policy and School-Parent Compacts.</i></p>	<p>Each school served under this part shall—</p> <ul style="list-style-type: none"> o Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. <p style="text-align: right;"><i>Section 1116(c)(1)</i></p>

* The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Combined Checklist for the Parent and Family Engagement Policy/Plan

Communications	
The Parent and Family Engagement Policy Describes how the School System will:	What are the Federal* and State Requirements?
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the parent and family engagement policy is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand <input type="checkbox"/> Offer meetings at various times (such as in the morning and evening) <input type="checkbox"/> Offer meetings in different formats (such as offered online and in-person group meetings as well as home visits or other types of individual meetings) <input type="checkbox"/> Offer transportation as such services relate to preventing barriers to parent and family engagement <input type="checkbox"/> Offer child care as such services relate to preventing barriers to parent and family engagement <input type="checkbox"/> Address opportunities for regular meetings if requested by parents 	<p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.</p> <p style="text-align: right;"><i>Section 1116(b)(1), Section 1116(f), and Section 1112(e)(4)</i></p> <p>Each school served under this part shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent and family engagement.</p> <p style="text-align: right;"><i>Section 1116(c)(2)</i></p> <p>Each school served under this part shall provide parents of participating children timely information about programs under this part.</p> <p style="text-align: right;"><i>Section 1116(c)(4)(A)</i></p> <p>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 respond to any such suggestions as soon as practicably possible.</p> <p style="text-align: right;"><i>Section 1116(c)(4)(C)</i></p>
School-Parent Compact	
The Parent and Family Engagement Policy Describes how the School System will:	What are the Federal* and State Requirements?
<ul style="list-style-type: none"> <input type="checkbox"/> Jointly develop a School-Parent Compact <input type="checkbox"/> Outline in the School-Parent Compact how parents, the entire school staff, and students will share the responsibility for improved student academic achievement <input type="checkbox"/> Build and develop a partnership to help children achieve the challenging State academic standards 	<p>As a component of the parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.</p> <p style="text-align: right;"><i>Section 1116(d)</i></p>
Annual Evaluation	
The Parent and Family Engagement Policy Describes how the School System will:	What are the Federal* and State Requirements?
<ul style="list-style-type: none"> <input type="checkbox"/> Conduct an annual evaluation of the content and effectiveness of the Parent and Family 	<p>Conduct, with the meaningful involvement of parents and family members, an annual evaluation</p>

* The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Combined Checklist for the Parent and Family Engagement Policy/Plan

<p>Engagement Policy in improving the academic quality of the school served under Title I, Part A</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage parents and family members to participate in the annual evaluation <input type="checkbox"/> Identify barriers to greater participation by parents in activities, with particular attention to parents who are <ul style="list-style-type: none"> <input type="checkbox"/> economically disadvantaged <input type="checkbox"/> are disabled <input type="checkbox"/> have limited English proficiency <input type="checkbox"/> have limited literacy <input type="checkbox"/> are of any racial or ethnic minority background <input type="checkbox"/> Identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers <input type="checkbox"/> Identify strategies to support successful school and family interactions <input type="checkbox"/> Provide parents with meaningful and multiple ways to provide evaluation feedback on the Parent and Family Engagement Policy <input type="checkbox"/> Analyze the results of the annual evaluation <input type="checkbox"/> Use the findings to design evidence-based strategies for more effective family engagement and to revise, if necessary, the parent and family engagement policies <p><i>The annual evaluation may be conducted in conjunction with the Consolidated LEA Improvement Plan (CLIP) process.</i></p>	<p>of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:</p> <ul style="list-style-type: none"> <input type="checkbox"/> barriers to greater participation by parents in activities... (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and <input type="checkbox"/> the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and <input type="checkbox"/> strategies to support successful school and family interactions; <p style="text-align: right;"><i>Section 1116(a)(2)(D)</i></p> <p>...use the findings of such evaluations... to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section;</p> <p style="text-align: right;"><i>Section 1116(a)(2)(E)</i></p>
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Reservation of Funds

<p>The Parent and Family Engagement Policy Describes how the School System will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reserve not less than 1 percent of its Title I, Part A allocation for parent and family engagement, unless allocation is \$500,000 or less <input type="checkbox"/> Ensure that not less than 90 percent of the one percent will be distributed to schools with priority given to high-need schools <input type="checkbox"/> Involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for family engagement activities 	<p>What are the Federal* and State Requirements?</p> <p>The local educational agency will reserve at least 1 percent of its Title I, Part A allocation for parent and family engagement, unless allocation is \$500,000 or less and the LEA will ensure that not less than 90 percent of the one percent will be distributed to schools with priority given to high-need schools.</p> <p style="text-align: right;"><i>Section 1116(a)(3)(A) and Section 1116(a)(3)(C)</i></p> <p>Parents and family members of children receiving services under this part shall be involved in the</p>
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* The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Combined Checklist for the Parent and Family Engagement Policy/Plan

<p><input type="checkbox"/> Funds reserved by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the listed activities in Section 1116(a)(3)(D):</p> <ul style="list-style-type: none"> o Supporting schools and nonprofit organizations in providing professional development for district 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. o Supporting programs that reach parents and family members at home, in the community, and at school. o Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parent and family members. o 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 and family engagement. o Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy 	<p>decisions regarding how funds reserved... are allotted for parental involvement activities.</p> <p style="text-align: right;"><i>Section 1116(a)(3)(B)</i></p> <p>Funds reserved by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:</p> <ul style="list-style-type: none"> o Supporting schools and nonprofit organizations in providing professional development for local educational agency 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 o Supporting programs that reach parents and family members at home, in the community, and at school o 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 o 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 and family engagement o Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy <p style="text-align: right;"><i>Section 1116(a)(3)(D)</i></p>
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Coordination of Services

<p>The Parent and Family Engagement Policy Describes how the School System will:</p>	<p>What are the Federal* and State Requirements?</p>
<p><input type="checkbox"/> Coordinate and integrate parent and family engagement programs, activities, and strategies with other Federal, State, and local programs, including public preschool programs, <i>(applicable to elementary</i></p>	<p>Coordinate and integrate parent and family engagement strategies... with parent and under family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.</p>

* The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Combined Checklist for the Parent and Family Engagement Policy/Plan

<p><i>schools), college and career ready resources or organizations (applicable to middle and high schools), parent resource centers, or other programs</i></p>	<p style="text-align: right;"><i>Section 1116(a)(2)(C)</i></p> <p>To the extent feasible and appropriate, coordinate and integrate parental involvement programs 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 to fully participating in the education of their children.</p> <p style="text-align: right;"><i>Section 1116(a)(4)</i></p>
<p><i>Building Capacity of Parents</i></p>	
<p>The Parent and Family Engagement Policy Describes how the School System will provide:</p>	<p>What are the Federal* and State Requirements?</p>
<p><input type="checkbox"/> Assistance to parents of children served by the school district or school in understanding topics such as</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Georgia Standards of Excellence <input type="checkbox"/> Georgia Milestones <input type="checkbox"/> Title I, Part A requirements <input type="checkbox"/> Strategies parents can use to support their child's academic progress <input type="checkbox"/> Partnering with teachers to support their child's academic achievements <p><input type="checkbox"/> 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 family engagement</p> <p><input type="checkbox"/> Information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand</p> <p><input type="checkbox"/> To the extent practicable, 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)</p> <p><input type="checkbox"/> Applicable to school systems with Academic Parent-Teacher Teams (APTT) trained by the Georgia Department of Education (GaDOE), an explanation of what APTT is and an</p>	<p>The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The challenging State academic standards <input type="checkbox"/> The state and local academic assessments, including alternate assessments <input type="checkbox"/> The requirements of Title I, Part A <input type="checkbox"/> Ways parents can monitor their children's progress and work with educators to improve the achievement of their children <p style="text-align: right;"><i>Section 1116(a)(1)</i></p> <p>Provide materials and training to help parents 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.</p> <p style="text-align: right;"><i>Section 1116(a)(2)</i></p> <p>To the extent practicable, provide 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.</p> <p style="text-align: right;"><i>Section 1116(f)</i></p>

* The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Combined Checklist for the Parent and Family Engagement Policy/Plan

<p>invitation for parents to partner with teachers to set individual academic achievement goals to be addressed through at-home learning activities and strategies. [A list of APTT school systems is available at http://bit.ly/apttgeorgia]</p>	
<p><i>Building Capacity of School Staff</i></p>	
<p>The Parent and Family Engagement Policy Describes how the School System will Train Teachers, Specialized Instructional Support Personnel, Principals, Other School Leaders, and Other staff:</p>	<p>What are the Federal* and State Requirements?</p>
<ul style="list-style-type: none"> <input type="checkbox"/> In the value and utility of contributions of parents <input type="checkbox"/> In how to reach out to, communicate with, and work with parents as equal partners, <input type="checkbox"/> To implement and coordinate parent programs and build ties between parents and the school <input type="checkbox"/> To provide information in a format, to the extent practicable, in a language the parents can understand <input type="checkbox"/> To respond to parent requests for other reasonable support for family engagement activities <input type="checkbox"/> Planned and implemented with meaningful consultation and assistance of parents <input type="checkbox"/> Applicable to school systems with Academic Parent-Teacher Teams (APTT) trained by the GaDOE, to implement the APTT model as a family engagement strategy and explain the purpose of the Family Engagement Leadership Team (FELT) [A list of APTT school systems is available at http://bit.ly/apttgeorgia] 	<p>Each school and local educational agency assisted under this part will educate 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 with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. <i>Section 1116(a)(3)</i></p> <p>Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. <i>Section 1116(a)(5)</i></p> <p>Provide such other reasonable support for parental involvement activities under Section 1116, as parents may request. <i>Section 1116(a)(14)</i></p>
<p><i>Building Capacity for Involvement</i></p>	
<p>Did the School System and Their Parents Choose to Include the Following Discretionary (Optional) Components in the Parent and Family Engagement Policy?</p>	<p><i>The Parent and Family Engagement Policy may include additional sections describing other discretionary activities that the district, in consultation with its parents, chooses to undertake to build capacity.</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Trainings: Involve parents in the development of training for teachers, 	<p>To ensure effective involvement of parents and to support a partnership among the school involved,</p>

* The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Combined Checklist for the Parent and Family Engagement Policy/Plan

<p>principals, and other educators to improve the effectiveness of the training.</p> <p><input type="checkbox"/> Literacy Training: Provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.</p> <p><input type="checkbox"/> Expenses to Enable Participation: Pay reasonable and necessary expenses associated with local family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.</p> <p><input type="checkbox"/> Parent Leadership: Train parents to enhance the engagement of other parents.</p> <p><input type="checkbox"/> Flexible Options: Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend those conferences at school, to maximize family engagement and participation.</p> <p><input type="checkbox"/> Model Approaches: Adopt and implement model approaches to improving family engagement.</p> <p><input type="checkbox"/> Parent Advisory Council: Establish a system-wide parent advisory council to provide advice on all matters related to family engagement in Title I, Part A programs.</p> <p><input type="checkbox"/> Community and Business Roles: Develop appropriate roles for community-based organizations and businesses in family engagement activities.</p>	<p>parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part— May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training <i>Section 1116(a)(6)</i></p> <p>May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training <i>Section 1116(a)(7)</i></p> <p>May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions <i>Section 1116(a)(8)</i></p> <p>May train parents to enhance the involvement of other parents <i>Section 1116(a)(9)</i></p> <p>May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation <i>Section 1116(a)(10)</i></p> <p>May adopt and implement model approaches to improving parental involvement <i>Section 1116(a)(11)</i></p> <p>May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section <i>Section 1116(a)(12)</i></p> <p>May develop appropriate roles for community-based organizations and businesses in parent involvement activities <i>Section 1116(a)(13)</i></p>
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* The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Combined Checklist for the Parent and Family Engagement Policy/Plan

Revision Date and School Year

The Parent and Family Engagement Policy	What are the State Requirements?
<input type="checkbox"/> Includes a revision date (month/day/year) prior to November 1 <input type="checkbox"/> Does not include multiple revision dates <input type="checkbox"/> Has a revision date after parents and family members provided input but no later than November 1 <input type="checkbox"/> Includes the school year (e.g., 2019-2020)	The Parent and Family Engagement Policy should reflect a revision date (month/date/year) as well as school year.

Note: After final revision, ensure that the Parent and Family Engagement Policy/Plan is in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. During Cross-Functional Monitoring, the Georgia Department of Education monitoring team will review documentation as part of the monitoring indicator for "Distribution in Multiple Ways and Accessibility" whether the Parent and Family Engagement Policy/Plan is in an understandable and uniform format and provided in a language parents can understand. Please refer to the Checklist for Distribution available on the Family-School Partnership Program's [Distribution webpage](#).

This checklist was reviewed by the following school system representatives:

School Representative's Name: _____

Title/Role: _____

Signature: _____ Date: _____

Federal Programs Representative's Name: _____

Title/Role: _____

Signature: _____ Date: _____

* The federal requirements are cited from the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Achieve County School District Parent and Family Engagement Policy

20XX-20XX
Revised Month Day, Year
555 Main Street
Yourtown, GA 12345
Achievecountyschools.org
(123) 456-7890

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) That parents play an integral role in assisting their child's learning.**
- (B) That parents are encouraged to be actively involved in their child's education.**
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.**
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).**



About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Achieve County School District (ACSD) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe ACSD's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The ACSD will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During the annual State of the District meeting in May 20XX, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 20XX-20XX school year. The district sent an email to all parents informing them about this meeting and posted an announcement on the school district website. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), the Comprehensive Support and Improvement School's Plan, and the Targeted Support and Improvement School's Plan. Additionally, each Title I school used its Parent Advisory Council to review the district parent and family engagement policy before the end of the 20XX-20XX school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by May 20XX was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, disseminate it during the annual Title I school meetings in the fall, and email the link to all parents in a format and language they can understand.

Communications

ACSD will communicate with all families and the community on a regular basis regarding school wide events and activities, through phone and text messages, emails, social media, school newsletters, and flyers. The district and school will share information in English and other languages to the extent possible through written communications, meetings, conferences, and family engagement events in order for families to understand the school's academic standards and assessments as well as ways parents can monitor their child's progress.

Strengthening Our School

This year, the district family engagement coordinator (FEC) will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold monthly meetings and trainings with its Title I schools' principals and school FECs to review family engagement plans and activities.

Additionally, the district will convene a summit in October for principals and FECs to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

Reservation of Funds

The ACSD will reserve 1 percent from the total amount of Title I funds it receives in 20XX-20XX to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the ACSD will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school hosted an annual School Improvement Forum in May for parents to provide suggestions on how these family engagement funds could be used in the upcoming year at the district and school-level. Comment cards and minutes from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact FEC in the district office.

Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

State of the District Meeting ~ Month Day, Year

All parents are welcome to hear the latest updates from the Achieve County School District as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 20XX-20XX school year. Notices regarding this meeting will be emailed to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school district website.

School Improvement Forums ~ Month Day, Year

During this week, each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as email and text parents to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Unable to attend these meetings? Please visit

www.achieveschools.org/TitleI to review the meeting documents and minutes and leave your input.



Scan the code with your smartphone or tablet to access family engagement information from the ACSD website.



Annual Title I Meeting~ Month Year

At the beginning of the school year, all Title I schools will host a meeting to inform all parents of the Title I requirements and the school's participation in and parent's rights under Title I.

School-Parent Compacts

As part of this plan, all Title I schools, along with our families will jointly develop school-parent compacts in order to build and develop a partnership to help our students the challenging state academic standards. These compacts serve as agreements that parents, teachers, and students will work together to make sure all students reach grade level standards by following and accomplishing goals set forth by parents, teachers, and students. The compacts will be revised annually, distributed to all families, reviewed at parent/teacher conferences.

Building Capacity

The ACSD will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the ACSD will implement a variety of family and community engagement initiatives. The Academic Parent-Teacher Team (APTT) model of family engagement is one such initiative. Training and support of APTT was provided for through the Georgia Department of Education. APTT is a program wherein teachers and families partner to address academic goals through at-home learning activities.

Of Parents - The ACSD will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to APTT, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and APTT materials for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish.

The ACSD Parent Advisory Council, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement. Community leaders and business partners are also invited to serve on the council. The participation of all our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

The ACSD will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Ready days, Middle and High School Transition Nights, and College and Career Fair so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff - The ACSD will conduct four trainings during the school year for principals and school FECs to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. If the school is implementing APTT, the ACSD Family Engagement Leadership Team (FELT) will conduct an APTT training for the entire school staff. The purpose of the FELT is to coordinate the sustainability and growth of APTT in the district. The ACSD will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments.

To ensure that information related to district, school, parent programs, APTT meetings, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and APTT meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, the ACSD will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in April, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school

websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

The ACSD will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by the Achieve County School District on Month Day, Year and will be in effect for the 200X-200X academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.

Mark Your Calendars

For Parents

Annual Parent Survey
Month Day(s), Year

School Improvement Forum
Month Day(s), Year –
Local school site

State of the District
Month Day, Year –
County Board Office

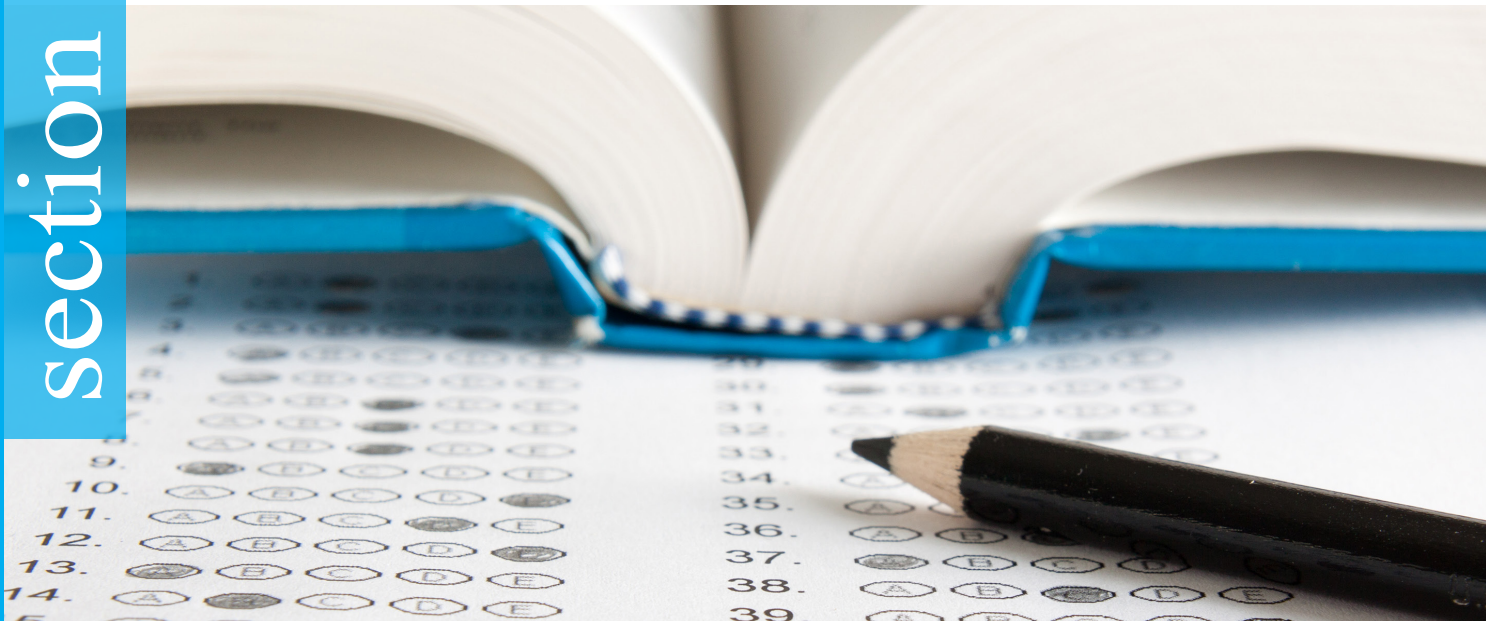
For Schools

Welcoming Schools Training
Month Day, Year –
County Board Office

Principal and FEC Meetings
First Wednesday of every month



Compacts



This section provides Title I schools and districts with a guide of specific criteria to assist them in understanding and meeting Title I School-Parent Compact compliance monitoring requirements. Included in this section are templates, checklists, and sample compacts.



SCHOOL-PARENT COMPACTS

Each school that receives Title I funds must jointly develop and revise with parents a school-parent compact as part of the school-level parent and family engagement policy. The school-parent compact is an agreement that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

To provide beneficial guidance and assistance for schools in the development of their school-parent compacts, the Georgia Department of Education offers several different examples of school-parent compacts as well as various useful tools. The Traditional Template outlines the essential components that schools are required to include in the compact. Additionally, schools can use the different Innovative Templates designed for each school-level that also outline the required components, but highlight specific academic strategies for schools, parents, and students in a family-friendly format. To best meet their academic goals, schools may choose to develop a compact for the entire school, specific grade levels, or different subject areas.

Schools are encouraged to use these samples in conjunction with the School-Parent Compact Guide to Quality to ensure that their school-parent compacts are effectively designed to meet Title I parent and family engagement requirements and support student academic achievement. It is recommended that each Title I school utilize these resources to develop their school-parent compact with staff, parents, and students so it is aligned with the individual goals and needs of the school.

School-Parent Compact Checklist

School-Parent Compact Process

School-Parent Compact Focus Area Suggestions

School-Parent Compact Parent Input Meeting Template

School-Parent Compact Teacher Feedback Form

School-Parent Compact Student Feedback Form for

Elementary Schools

School-Parent Compact Student Feedback Form for

Middle and High School

School-Parent Compact Traditional Template

School-Parent Compact Innovative Template:

Elementary School Sample

Middle School Sample

High School Sample

School-Parent Compact Checklist

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

School: _____

CONTENT: *Jointly Developed*

What are the Federal and State Requirements?

Each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

Section 1116(d)

Does the Compact Include the Following Required Components?

Jointly Developed

- A description in family-friendly language how parents are involved in developing and revising the compact

A sample description:

The parents, students, and staff partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the spring each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

CONTENT: Academic Goals

What are the State Requirements?

- Identify and describe the district and school academic achievement S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals for the school year.

Does the Compact Include the Following Required Components?

District Goals

- Identified district goals with a description of the impact on student performance
- Same district goals for each Title I school-parent compact throughout the district

A sample district goal:

The percentage of students scoring at Developing Learner or above on the Georgia Milestones (GMAS) English Language Arts End of Grade Assessment will increase by five percentage points.

School Goals

- Goals are S.M.A.R.T.
 - Specific: *What exactly will you accomplish?*
 - Measurable: *How will you know when you have reached this goal?*
 - Attainable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal?*
 - Relevant: *Why is this goal significant to learning?*
 - Time-bound: *When will you achieve this goal?*
- Goals written in family-friendly language
- School academic goals focusing on one or two areas of highest academic need
- Included targeted foundational grade-level skills to support the academic school goals
- Goals are aligned to areas of academic need identified in the School Improvement/Title I Schoolwide Program/Title I Targeted Assistance Plan

A sample school goal with an academic focus area:

Nutmeg Elementary School will increase the percentage of students reading on grade level by five percentage points as measured by Lexile scores on the Georgia Milestones End of Grade Assessment.

In 3rd grade our school will focus on the following area:

- Content Vocabulary Development

CONTENT: Responsibilities

What are the Federal and State Requirements?

- Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards. *Section 1116(d)(1)*
- Describe the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. *Section 1116(d)(1)*

Does the Compact Include the Following Required Components?

The School/Teacher’s Responsibilities

The school/teacher will provide, at least two to three, specific activities/strategies per academic S.M.A.R.T. goal to families, for at home learning, to promote student growth on identified school/grade level academic achievement goals. The strategies should:

- Build the family’s capacity to support student learning at home
- Be linked to school/grade level academic achievement goals
- Be aligned to the family’s and student’s responsibilities
- Address academic achievement goals rather than behavioral activities
- Not include what a teacher regularly provides to students in the classroom, but are focused on how the family can partner with the teacher to support the student in achieving specific academic goals

An example of the school responsibilities could include:

The student’s teacher(s) will provide a monthly newsletter that features games, web resources, and other activities, focusing on vocabulary words introduced in class, that families can play to improve the student’s word recognition and reading comprehension skills as measured by student Lexile scores.

Exemplar: The teacher will meet with the parent/family and student, at the beginning of the school year, to identify and target an individual focus area to be addressed by the school-parent compact based on the student’s performance on grade level universal screenings. The teacher will provide specific strategies to the family and student designed to target this focus area that can be practiced at home. The teacher/family/student will establish reasonable expected growth targets and a means by which to measure growth (S.M.A.R.T. goals).

The Parent's Responsibilities

The parent/family will utilize strategies provided by the school to support student learning. Teachers and families will partner to set reasonable expectations for student academic growth. Parent/Family responsibilities should include:

- Specific activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals
- Strategies that are linked to the school academic goals
- Strategies that are aligned to the school and student's responsibilities
- Strategies that address academic goals rather than behavioral activities

An example of parent/family responsibilities could include:

Families will read the class newsletters and play the word games provided for vocabulary words.

Exemplar: Parents/families will ensure regular practice of vocabulary activities/strategies designed to address their child's specific learning target(s) and, with the assistance of the teacher, will monitor student growth.

The Student's Responsibilities

Students will share responsibility for their learning targets jointly established with their teachers and families.

- Specific academic strategies the student will complete to be responsible for their own learning
- Strategies that are linked to the school academic goals
- Strategies that are aligned to the school and parent's responsibilities
- Strategies that address academic goals rather than behavioral activities

An example of the student responsibilities could include:

Students will bring home the class newsletter featuring vocabulary word games and will play these games at home with their families to gain practice using the vocabulary words.

Exemplar: The student will use self-monitoring strategies, with the support of the family and assistance from the teacher, to assess his/her progress on achieving academic achievement goals/learning targets related to content vocabulary development.

CONTENT: *Communication*

What are the Federal and State Requirements?

Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- A. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
- B. Frequent reports to parents on their children's progress.
- C. Reasonable access to staff, opportunities to volunteer and participate in their child's class, observation of classroom activities.
- D. 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.

Section 1116(d)(2)(A)-(D)

Does the Compact Include the Following Required Components?

Communication

- A description of several methods for regular, teacher-family communication the school will use to keep families up-to-date on their student's progress and get regular tips on home learning (to include at least one annual parent-teacher conference at the elementary school level during which the school-parent compact is discussed)
- Contact information of the school representative the family should contact regarding questions about their child's education

Communication between teacher-family could include two or more of the following and to the extent practicable, be in a language that family members can understand:

- Class newsletters to parents
- Parent Portal
- Teacher websites or other web-based communication tool
- Parent-Teacher conferences
- Weekly folders
- Emails to parents on student's progress
- Text messaging
- Phone calls
- School website
- Social media sites
- Other

CONTENT: *Partnerships*

What are the Federal and State Requirements?

- Describe the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. *Section 1116(d)*
- Provide reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. *Section 1116(d)(2)(C)*

Does the Compact Include the Following Required Components?

Partnerships

- A description of the opportunities for parents to volunteer, observe, and participate in school activities to build partnerships that will support student learning

Partnership examples could include two or more of the following:

- Parent-Teacher Conferences
- Family Workshops
- Curriculum Nights
- Parent Resource Center
- Volunteering/Observing
- Open House
- Online/virtual activities (e.g., webinars, online chats)
- Multi-media activities (e.g., podcasts, teacher-created videos)

CONTENT: Revision Date and School Year

What are the State Requirements?

Current school year as well as revision date (month/day/year) must be listed on the school-parent compact.

Does the Compact Include the Following Required Components?

Revision Date and School Year

- A revision date (month/day/year) prior to November 1
- Does not include multiple revision dates
- A revision date that is after parents provided input, but before November 1
- The school year (20XX-20XX)

CONTENT: Signatures and Dates

What are the State Requirements?

- School-Parent Compacts must be signed and dated by each parent, student, and teacher or school representative by November 1.

Does the Compact Include the Following Required Components?

Signatures and Dates

- Signed and dated by the child's teacher or school representative (Recommended for the homeroom teacher to be the school representative)
- Signed and dated by parent
- Signed and dated by student

Signatures and dates may be on a separate signature sheet or a section of the School-Parent Compact. A sampling of signed compacts including all required signatures prior to November 1 may be used as documentation to evidence one of the requirements for multiple methods of distribution. School signatures do not have to be original.

Note: After final revision, ensure that the School-Parent Compact is in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Under Monitoring Indicator 8.3. Distribution and Accessibility, the Georgia Department of Education monitoring team will review whether the School-Parent Compact is in an understandable and uniform format and provided in a language the parents can understand.

This checklist was reviewed by the following school and district representatives:

School Representative's Name: _____

Title/Role: _____

Signature: _____ Date: _____

District Representative's Name: _____

Title/Role: _____

Signature: _____ Date: _____

School-Parent Compact Process

Link to Learning An Effective School-Parent Compact

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers work together to ensure all students receive the individual support they need to reach and exceed grade level academic standards. Below is a suggested process schools may follow to ensure an effective school-parent compact is linked to learning.

💡 Narrow it Down

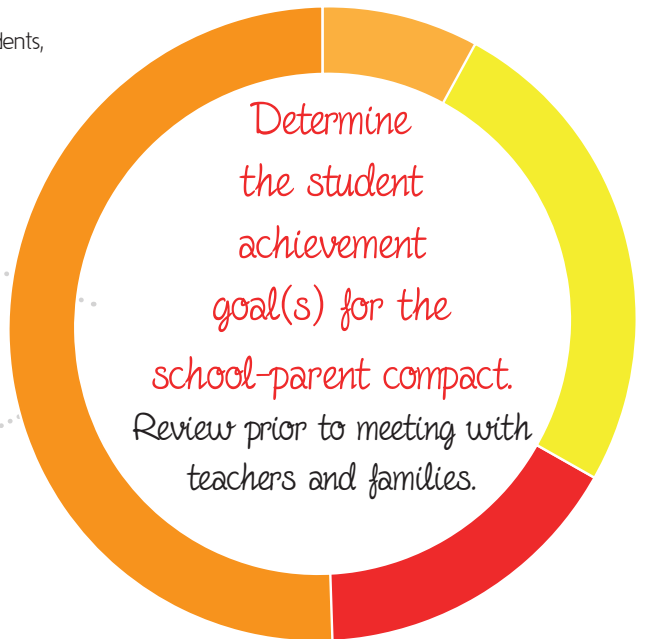
Decide which one or two already identified school improvement goals students, parents, and teachers can work on improving together.

💡 Be Family-Friendly

Revise the wording of your selected school improvement goal(s) so that they are family-friendly, and clearly explain what should be accomplished throughout the school year. (Translated into a language parents can understand)

💡 Plan

Know how you will explain why the goal(s) are the area of highest need to families.



💡 Utilize Data

Use grade level/content area data to identify students' greatest challenges and determine what skills/focus area they need to strengthen the most.

💡 Prioritize

What are the most fundamental learning skills? Pick no more than two academic focus areas for the compact. Utilize the Department's list of focus areas to help in selecting foundational grade-level skills.

💡 Develop Ideas

Draft two to three activities/strategies you can share with parents to use at home with their child that are linked to the identified focus areas.

💡 Discuss

Draft two to three corresponding activities/strategies teachers can also use to help parents with the activities/strategies they identified. Determine what information parents might need to complete the activities with their child effectively.

School-parent compacts should be clearly linked to particular school improvement goal(s) and focus on one or two grade-level/subject-level skills.

School-parent compacts are most effective when developed for each grade (elementary and middle school) or subject level (high school), however, schoolwide compacts are acceptable as well.

Meet with Parents

Welcome families and arrange them in small groups. If developing a grade or subject-level compact, divide them accordingly or hold meetings in individual classrooms. Please note, if holding a schoolwide meeting, not all teachers need to be present. However, it would be helpful to have teachers who are content experts in the goal and focus area selected present.

💡 Icebreaker

Design a brief get-to-know you activity that is simple and fun. Provide opportunities for parents to get out of their chairs and speak to one another.

💡 Share

Be sure to share the student achievement data that focuses back on the areas that will be the emphasis of the compact. Include in your comments how and why the goal(s) were selected. Then, explain learning skills, along with how they are measured, that will be addressed as the focus area(s) on the compact.

💡 Give Examples

Describe the draft activities/strategies that the teachers developed in the previous meeting, tied to the focus area, that parents will use at home with their child. Model the most important activities with the families.

💡 Role Play

Have parents pair up together, with one parent playing the role of the child and the other one using the activity just shared. Then, have the parents switch roles.

💡 Get Feedback

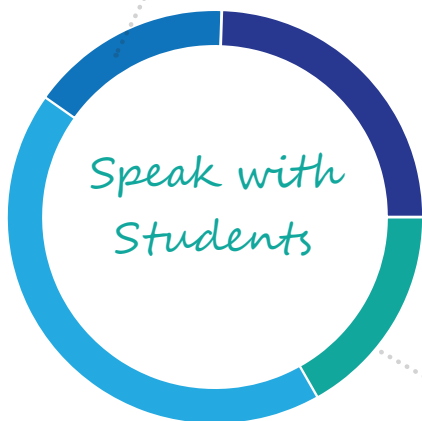
Ask parents what other activities/strategies would be helpful for the school to provide to them to help their child throughout the year. Chart the responses and/or utilize the Department review meeting sample for a compact to guide the conversation.

💡 Brainstorm

Ask parents what they could do with their child if given the support they need from the school. Make sure the activities/strategies are tied together. Have parents set realistic goals for them and their child. Chart the responses and/or utilize the Department review meeting sample for a compact to guide the conversation.

Developing and revising the school-parent compact each year is an opportunity to hold conversations with families about important student learning goals and define a plan of action that will help teachers and families form a partnership to improve student achievement.

Conversations can take place during regularly scheduled activities the school is already doing or during a special time focused on student learning goals.



💡 Classroom Discussions

Hold short discussions with students to get their input on the compact. You do not have to speak with every student in the school and the older the students the easier it will be to have these conversations. For older students, you may even consider developing a short form asking students for input.

💡 Inform

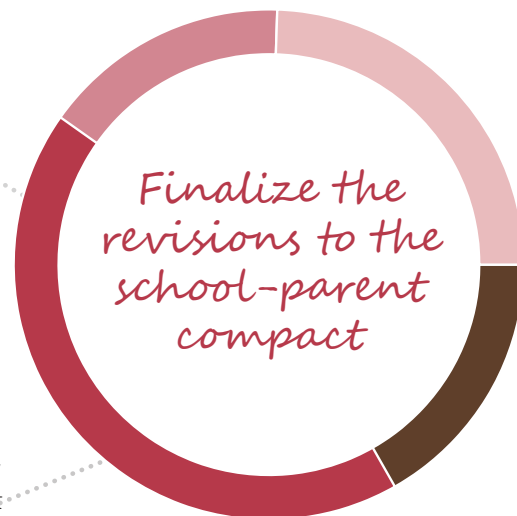
Provide students the school goal(s) and focus area(s) the compact will address in student-friendly terms.

💡 Ask Questions

Framed in the context of the learning goals, ask questions such as: "What can you do this year to make sure you learn what you need to know?" "Where do you need help to do better?" "How can your teacher help you?" "How can your family help you?" "What do you need to practice more?"

💡 Be Specific

It is best to ask questions directly related to the focus area. For example, if your focus area is vocabulary development you may ask students: "What will you do to learn words you don't know?" "How will you work on improving your essay writing skills?"



💡 Utilize Feedback

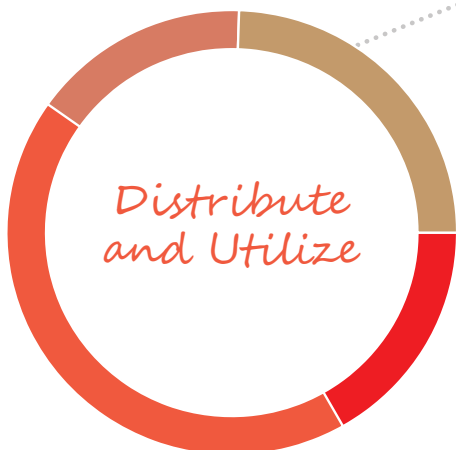
Use compact feedback from the teacher, parent, and student conversations to finalize the revisions to the compact.

💡 Review

Ensure that language is family-friendly and all compact requirements are addressed.

💡 Pay Close Attention

Be sure to pay attention to the parent, teacher, and student sections of the compact to make sure that the activities selected complement each other and are directly tied to the school goals and focus areas. Keep your activities/strategies limited to two or three that will make the greatest academic impact with parents, students, and teachers working together.



💡 Share

Prior to November 1st each year, share the completed compact with all families of Title I students and obtain signatures from each partner: the parent, the student, and the school. Continue to share the compact and its content throughout the year.

💡 Explain

Clarify what the compact is and how it was developed in partnership between the school, families, and students. Explain the purpose of the compact and why it is essential in order to improve student achievement.

💡 Track

Hold additional conversations with families to continue to track the success of the activities listed. Utilize the compact as a learning tool.

School-Parent Compact

Focus Area Suggestions

English Language Arts Foundational Grade-Level Skills

<p>Kindergarten</p> <ul style="list-style-type: none"> • Ask/answer questions about text • Retell stories, identify characters/setting • Understand features of print • Phonological awareness - rhyme, syllables, blending • Phonics – letter names and sounds • Present ideas orally expressing ideas understandably • Recognize high frequency sight words • Express opinions or preference about a topic or book in writing and drawing 	<p>1st Grade</p> <ul style="list-style-type: none"> • Describe characters/settings/events • Distinguish between fiction/non-fiction • Compare/contrast stories • Recognize features of a sentence • Phonics - blend, isolate vowels, decode • Write opinion piece with reasons • Write explanatory piece with facts • Write narrative with sequence • Recognize a minimum of 225 sight words • Read for fluency 	<p>2nd Grade</p> <ul style="list-style-type: none"> • Answer who/what/where/when/why • Recount fables/folktales • Recognize lesson/moral • Recognize rhythm and alliteration • Understand plot structure, points of view and cause/effect • Compare multiple versions of a story • Distinguish long/short vowels, common prefixes and suffixes, irregular spellings • Write complete sentences • Read for fluency and comprehension
<p>3rd Grade</p> <ul style="list-style-type: none"> • Cite text evidence for assertions • Recount fables/folktales/morals/lessons • Recognize non-literal language • Recognize text parts: scene/stanza/etc. • See historical/scientific relationships • Identify prefixes/common Latin suffixes • Use illustrations/graphs/dialogue • Use organization structure/transitions • Read for fluency and comprehension • Write opinions and explanations 	<p>4th Grade</p> <ul style="list-style-type: none"> • Cite evidence for inferences from text • Determine theme/main idea • Understand plot structure/characterization/structures of poetry/drama • Understand narrative voice (1st, 3rd) • Use letter-sound correspondences, syllabication patterns and morphology • Read with purpose and expression • Write with strong evidence, purposeful organization, transitions, headings, examples and quotations 	<p>5th Grade</p> <ul style="list-style-type: none"> • Quote accurately • Identify how characters/speakers reflect and respond in texts • Compare multiple texts (folktale/myth) • Understand simile and metaphor • Compare themes across genres • Use narrative techniques such as dialogue, pacing, foreshadowing • Develop and strengthen writing in all types of text • Summarize and paraphrase effectively • Use root words, prefixes and suffixes to figure out the meaning of unknown words
<p>6th Grade</p> <ul style="list-style-type: none"> • Determine how theme is conveyed • Explore nuance of plot/characterization • Understand figurative/connotative language • Compare and contrast text, film, audio • Compare and contrast genres • Understand and avoid plagiarism • Work in groups with deadlines and goals • Evaluate a speaker’s evidence for claims • Use/cite credible sources in formal style • Establish relationships among ideas • Use specific organizational features in different types of text, including: tables of content, headings, captions, glossary, footnotes, etc. 	<p>7th Grade</p> <ul style="list-style-type: none"> • Cite multiple pieces of text evidence • Provide objective summary • Analyze connotative meanings/tone • Examine lighting/sound/camera angle • Compare historical fiction to history • Acknowledge alternate/opposing claims • Preview points after stating topic • Use parallel plots, dialogue and flashback in narrative • Address audience and purpose • Read for comprehension and vocabulary 	<p>8th Grade</p> <ul style="list-style-type: none"> • Analyze with strongest and most appropriate evidence • Determine author’s biases and response to conflicting views in informational text • Understand analogy/allusion/tone • Evaluate arguments and reasoning • Distinguish claims from opposing claims • Organize concepts into categories • Understand the motives/purposes behind information (commercial/political) • Identify irrelevant information • Read for comprehension and vocabulary

<p>9th-10th Grades</p> <ul style="list-style-type: none"> • Cite strong explicit evidence in analysis • Determine development of theme • Analyze multiple and conflicting elements of character and plot • Analyze cumulative impact of author’s choices (diction, structure, time, etc.) • Compare mediums (ex: poem/painting) • Analyze authors’ use of classic works • Study historical documents from US history • Write analytic arguments with valid reasoning/claims and counterclaims/anticipation of audience concerns • Identify false reasoning • Use digital media strategically 	<p>11th-12th Grades</p> <ul style="list-style-type: none"> • Determine when a text leaves matters uncertain • Determine multiple themes • Determine figurative and connotative meaning including satire, sarcasm, irony, and understatement • Analyze multiple versions of source text • Examine rhetorical strategies, especially from historical documents • Study historical documents from US history • Include all critical elements of writing from 9-10 grade band • Initiate collaboration, expressing ideas persuasively • Evaluate speaker’s reasoning identifying false reasoning or distortion/exaggeration 	<p>Kindergarten - 12th Grade All students should -</p> <ul style="list-style-type: none"> • Participate in gathering information from multiple sources including digital resources and should gain keyboarding skills. • Acquire and use new vocabulary using all appropriate resources • Refer to the grade-level standards and the Language Progressive Skills Chart for specific grammatical and mechanical skills at each level • Work towards increasingly engaged, prepared and appropriate participation in collaborative discussion – propel conversation and respond thoughtfully • Use technology to publish work; incorporate all digital media effectively
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Mathematics Foundational Grade-Level Skills

<p>Kindergarten</p> <ul style="list-style-type: none"> • Count quantities of objects, compare sets of objects and represent quantities with numerals within 20 • Model simple addition and subtraction situations with sets of objects within 10 and eventually with equations • Fluently add and subtract (mentally, orally) within 5 • Identify, name, and describe basic two-dimensional shapes, use basic shapes and spatial reasoning • Rote count to 100, counting forward (and backward) from any known number in the known sequence. • Compare numerals within 10 	<p>1st Grade</p> <ul style="list-style-type: none"> • Develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20 • Develop an understanding of whole number relationships and place value, including grouping in tens and ones • Develop an understanding of linear measurement and measuring lengths as iterating length units • Reason about attributes of, and compose and decompose geometric shapes 	<p>2nd Grade</p> <ul style="list-style-type: none"> • Extend understanding of base-ten notation • Build fluency with addition and subtraction • Use standard units of measure • Describe and analyze shapes
<p>3rd Grade</p> <ul style="list-style-type: none"> • Develop an understanding of multiplication and division and strategies for multiplication and division within 100 • Develop an understanding of fractions, especially unit fractions (fractions with a numerator 1) • Develop an understanding of the structure of rectangular arrays and of area • Describe and analyze two-dimensional shapes • Develop an understanding of measurement and estimation of intervals of time, liquid volumes, and masses of objects • Solve word problems using addition, subtraction, multiplication and division 	<p>4th Grade</p> <ul style="list-style-type: none"> • Develop an understanding and fluency with multi-digit multiplication, and develop an understanding of dividing to find quotients involving multi-digit dividends, generalize place value understanding to multi-digit whole numbers • Develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers • Develop an understanding of decimal notation of fractions, and compare decimal fractions • Understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry 	<p>5th Grade</p> <ul style="list-style-type: none"> • Develop fluency with addition and subtraction of fractions, and develop an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) • Extend division to 2-digit divisors, integrate decimal fractions into the place value system and develop understanding of operations with decimals to hundredths, and develop

<p>6th Grade</p> <ul style="list-style-type: none"> • Connect ratio and rate to whole number multiplication and division and use concepts of ration and rate to solve problems • Complete understanding of division of fractions and extend the notion of number to the system of rational numbers, which includes negative numbers • Write, interpret, and use expressions, equations, and inequalities • Develop an understanding of statistical thinking • Explain and manipulate the relationship between percentages, decimals and fractions 	<p>7th Grade</p> <ul style="list-style-type: none"> • Develop an understanding of and apply proportional relationships • Develop an understanding of operations with rational numbers and work with expressions and linear equations • Solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume • Draw inferences about populations based on samples 	<p>8th Grade</p> <ul style="list-style-type: none"> • Formulate and reason about expressions and equations, including modeling an association in bivariate data with linear equations and systems of linear equations • Grasp the concept of a function and using functions to describe quantitative relationships • Analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understand and apply the Pythagorean Theorem
<p>Coordinate Algebra</p> <ul style="list-style-type: none"> • Understand the concept of function • Interpret and build functions • Create equations that describe linear and exponential relationships between quantities and explore the resulting equations • Solve equations and inequalities in one variable • Represent and solve equations and inequalities graphically • Interpret the structure of linear and exponential expressions • Interpret linear models • Use coordinates to prove simple geometric theorems algebraically • Use descriptive statistics 		<p>Accelerated Coordinate Algebra/Analytic Geometry A</p> <ul style="list-style-type: none"> • Understand and prove congruence and similarity in terms of transformations • Understand right triangle trigonometry • Describe circles and their properties with and without coordinates • Refer to the Coordinate Algebra bullets as well



Aligning the School-Parent Compact Responsibilities with the School Academic Goals

The Georgia Standards website has Developmental Progressions for English Language Arts (ELA) for kindergarten through grade 5. Visit <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx> to access the Georgia Standards of Excellence and the corresponding sample activities of what parents and family members can do to support student growth.

Georgia Standards of Excellence / English Language Arts
Fourth Grade: Writing

End of 4th Grade

*The visual and selected standards for writing highlight the increase in complexity over the course of the year

Beginning of 4th Grade

*Write narratives to develop real and imagined events, include dialogue, character actions, sensory details, transitional words, and a conclusion
*Throughout writing by planning, revising, editing

*Write opinion pieces that include organizational structures, reasons to support the opinions, linking words and concluding statements
*Use technology, including the Internet, to produce writing

*Take notes and categorize information from print and digital sources
*Write informative/explanatory texts that include facts, definitions, details, formatting, linking words, precise language, and concluding statements.

Activities to Support Academic Growth at Home

Standards (What Students Should Know)	Sample Activities (What You Can Do to Support Growth)
Strengthen writing by planning, revising, editing	Share with your child the importance of the revision and editing stage of the writing process. Ask your child to respond to suggestions from you and others and revise an original piece of writing.
Write opinion pieces that include organizational structures, reasons to support the opinions, linking words and concluding statements	Ask your child to develop a strong, organized argument by linking ideas together and choosing proper vocabulary for his/her writing.
Take notes and categorize information from print and digital sources	Encourage your child to write down key ideas and details when reading print or digital texts and sort their notes into specific categories.

APTT Foundational Grade Level Skills – Math

Foundational Grade Level Skills for Home and School Partnership
The purpose of this document is to provide families with a sample of foundational grade level skills from Preschool – 8th grade, which can easily be supported at home.

	Math Concepts	Math Skills
Pre-K, (K-1), 1, 2	<ul style="list-style-type: none"> Counting and Cardinality Operations and Algebraic Thinking Measurement and Data Geometry 	<ul style="list-style-type: none"> Verbally count from 1 to 10 Recognize numerals 1 to 10 Count a collection of items up to 10 Match the number to the quantity Subitize up to 5 objects Recognize patterns Copy simple patterns Extend simple patterns Create simple patterns Sort objects by one or more attributes Recognize basic two-dimensional shapes
Kindergarten	<ul style="list-style-type: none"> Counting and Cardinality Operations and Algebraic Thinking 	<ul style="list-style-type: none"> Count to 100 by ones and by tens Count forward beginning from a given number within 100 One-to-one correspondence Compare two numbers between 1-10 (>, <, =) Add fluently within 5 Subtract fluently within 5 Use objects to represent a math problem
1 st Grade	<ul style="list-style-type: none"> Operations and Algebraic Thinking 	<ul style="list-style-type: none"> Add fluently within 10 Subtract fluently within 10 Add within 20 Subtract within 20
2 nd Grade	<ul style="list-style-type: none"> Operations and Algebraic Thinking Number & Operations in Base Ten 	<ul style="list-style-type: none"> Fluently add within 20 Fluently subtract within 20 Add within 1000 Subtract within 1000

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School systems that were trained by WestEd or the Georgia Department of Education in implementing Academic Parent-Teacher Teams (APTT) may refer to their [APTT materials](#). Resources such as the APTT Foundational Grade Level Skills in Math and English Language Arts documents will help with writing school goals and teacher, parent, and student responsibilities for the School-Parent Compact.



The Georgia Statewide Longitudinal Data System (SLDS) is used by districts and schools to monitor student achievement and to help plan instruction. Resources available through the SLDS lend themselves well to School-Parent Compact development. The activities provided through the SLDS may be used within the compact’s shared responsibilities for student learning support and for selecting foundational grade-level activities for APTT meetings and other school-sponsored family events as they support student academic achievement needs identified through the school’s continuous improvement process. Access [SLDS](#) through your school’s portal.



School-Parent Compact Teacher Feedback Form

Each school receiving Title I funds must develop with parents and family members of participating children a school-parent compact. Therefore, schools are encouraged to use this guide with teachers to develop a school-parent compact that aligns to its school improvement goals, and outlines the shared responsibility of the teacher/school, parents, and students to increase student academic achievement.



Three Components of an Effective School-Parent Compact

Linked-to-Learning



Jointly-Developed



Family-Friendly



School-Parent Compact S.M.A.R.T. Goals: <enter text here>

Identify Needs

Select Interventions

Plan
Implementation

Implement Plan

Examine
Progress

For the Whole
Child

Teachers, please complete the following chart individually or in grade-level/subject area teams.

Focus Areas for Compact: Use grade level/subject area data to identify students' greatest academic challenges. Next, determine in what skills/focus areas they need to make the most improvement. Then prioritize and select one or two focus areas for each goal. It is recommended that skills/focus areas be aligned with grade level standards. Refer to the [School-Parent Compact Focus Area Suggestions document](#) for examples.

- <enter text here>
- <enter text here>

Shared Responsibilities for Compact: Draft two or three corresponding activities and/or strategies teachers can share with parents to use at home with their child. Link strategies to focus areas.

- <enter text here>
- <enter text here>
- <enter text here>

Discuss Ideas for Compact: Determine what information/materials parents might need to complete the identified activities or strategies with their child effectively.

- <enter text here>
- <enter text here>
- <enter text here>

Completed by:

Grade Level:

Date:

Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!



School-Parent Compact Parent Feedback Form

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work in partnership to make sure all students get the individual support they need to reach and exceed grade level standards. This form will be used with parents and family members to gather their feedback and suggestions.



Three Components of an Effective School-Parent Compact

Linked-to-Learning



Jointly-Developed



Family-Friendly



Your child's school has set the following S.M.A.R.T. goal(s) for teachers, parents, and students to work on this school year through the School-Parent Compact (or agreement). A S.M.A.R.T. goal is one that is Specific, Measurable, Attainable, Relevant, and Time-bound.

School-Parent Compact S.M.A.R.T. Goals: <enter text here>

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

For the Whole Child

Parents, please complete the following chart to provide your feedback. We look forward to further discussing and finalizing our ideas together.

Do the goals in the school-parent compact capture areas in which your child needs help to improve?

Yes No

Suggestions of academic goals for next school year:

- <enter text here>
- <enter text here>
- <enter text here>

Focus Areas for Compact: <enter text here>

Is the focus area in the school-parent compact the skill in which your child needs to improve?

Yes No

Suggestions of focus areas for next school year:

- <enter text here>
- <enter text here>
- <enter text here>

The following strategies have been suggested by teachers based on the S.M.A.R.T. goals. Please review these strategies and make additional suggestions on to how you and your child's teacher can help improve his/her academic performance. Write your ideas into the charts below.

Focus area 1: _____
(Example: Place Value and Math Fact Fluency)

My child's teacher can help me help my child by:	I can help my child by:
<i>(Example: The teacher can give me ideas of math games that my son can play on the iPad.)</i>	<i>(Example: I can play math games with my son to make sure he is practicing and learning math.)</i>

Focus area 2: _____

My child's teacher can help me help my child by:	I can help my child by:

Completed by:	Role:	Date:
Student's name:	Grade Level:	
Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!		

If you would like to be contacted regarding your comments about a specific part to the school-parent compact, please provide your contact information and an individual from the school will contact you.

Print Name: _____ E-mail: _____ Phone: _____



School-Parent Compact Student Feedback Form

For Elementary Schools

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work in partnership to make sure all students get the individual support they need to reach and exceed grade level standards. This form will be used with students to gather their feedback and suggestions.



Three Components of an Effective School-Parent Compact

Linked-to-Learning



Jointly-Developed



Family-Friendly



School-Parent Compact S.M.A.R.T Goals: <enter text here>

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

For the Whole Child

Students, please fill in the following chart to tell us what you think about school and how teachers and parents can help you be successful.

What do you like most about school?

- <enter text here>

What do you like least about school?

- <enter text here>

What is the hardest part of school for you?

- <enter text here>

What do you want to learn in school?

- <enter text here>

Your school wants to find ways to help students work on: <enter text here>

Here are some ideas your teachers and parents have about how they can help you with school. What are some ways you think they can help you with? Write your ideas in the boxes:

Focus area 1: _____

My teacher can help me by: <i>(List a few things you can do at school)</i>	My parent can help me by: <i>(List a few things you can do at home)</i>

Focus area 2: _____

My teacher can help me by: <i>(List a few things you can do at school)</i>	My parent can help me by: <i>(List a few things you can do at home)</i>

Completed by:	Date:
Teacher's name:	Grade Level:
<i>Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!</i>	



School-Parent Compact Student Feedback Form

For Middle and High Schools

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work in partnership to make sure all students get the individual support they need to reach and exceed grade level standards. This form will be used with students to gather their feedback and suggestions.



Three Components of an Effective School-Parent Compact

Linked-to-Learning



Jointly-Developed



Family-Friendly



Your school has set the following **S.M.A.R.T.** goal(s) for teachers, parents, and students to work on this school year through the School-Parent Compact (or agreement). A **S.M.A.R.T.** goal is one that is **Specific, Measurable, Attainable, Relevant, and Time-bound.**

School-Parent Compact **S.M.A.R.T.** Goals: <enter text here>

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

For the Whole Child

Students, please complete the following chart to provide your feedback. We look forward to further discussing and finalizing our ideas together.

Do the areas of focus, indicated in these **S.M.A.R.T.** goals, describe something you have difficulty with in school?

Yes No

If so, how can you improve your academics in these areas? What can you do this year to make sure you learn what you need to learn?

- <enter text here>
- <enter text here>
- <enter text here>

Focus Areas for Compact: <enter text here>

Here are some ideas your teachers and parents have about how they can help you improve in these focus areas. What are some ways in which you think they can help you? Write your ideas in the charts below:

Focus area 1: _____

My teacher can help me by: <i>(List a few things you can do at school)</i>	My parent can help me by: <i>(List a few things you can do at home)</i>

Focus area 2: _____

My teacher can help me by: <i>(List a few things you can do at school)</i>	My parent can help me by: <i>(List a few things you can do at home)</i>

Completed by:	Date:
Teacher's name:	Grade Level:
<p><i>Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!</i></p>	

School-Parent Compact

Parent Input Meeting Template

INSERT YOUR
SCHOOL LOGO
HERE

SAMPLE – This is an example tool for school/district personnel to use. It models how to ask the right questions during Title I parent input meetings to receive effective feedback tied to student achievement. This form should not be used by parents in isolation. It is designed to be used during a guided conversation that evokes two-way communication.

School-Parent Compact Review Meeting
Achieve Elementary School
April 11, 2020 at 6:00 p.m.

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work in partnership to make sure all students get the individual support they need to reach and exceed grade-level standards.

The data just shared with you showed that 85 percent of the students at Achieve Elementary are proficient or higher in math on the Georgia Milestones Assessment. While most of our students are doing well, there are about three entire classrooms of students (or 15 percent of the students at the school) who are not proficient in math standards.

Do you agree that the School-Parent Compact should focus on increasing the math scores on the Georgia Milestones?

Yes No

If not, please explain why:

In the chart below please list a few things your child excels at with math as well as few things your child struggles with.

<i>In Math My Child Excels at:</i>	<i>In Math My Child Struggles with:</i>
My child can add and subtract basic facts.	My child sometimes struggles with subtraction when he has to regroup.

Math Focus Area for Compact: Place Value and Math Fact Fluency

In the chart below please list a few things you, your child, and your child's teachers could help with to increase your child's math skills. Look on the board to see suggestions already provided by teachers and students.

<i>My Child's Teacher Can Help Me Help My Child with Math By:</i>	<i>I Can Help My Child with Math By:</i>	<i>My Child Can Help Improve His/Her Math By:</i>
Giving me ideas of math games that my son can play on the iPad for additional practice.	Playing math games with my son to make sure he is practicing and learning.	Asking for help when he does not understand his math assignments. Practicing math games to improve his math skills.

School-Parent Compact Traditional Template

School-Parent Compact Traditional Template

Note to Schools: Schools may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools are not required to follow this sample template or framework, but if they include all of the bolded items listed below, they will have incorporated all of the information required by Section 1116(d) to be included in the School-Parent Compact. Please remember however, that school-parent compacts should be uniquely tailored to each school. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parent and family engagement and strengthen student academic achievement. (This template is available as a downloadable Word document at partnerships.gadoe.org.)

**INSERT YOUR
SCHOOL LOGO
HERE**

School-Parent Compact
[Insert School Name]
[School Year 20XX - 20XX]
[Insert Revision Date MM/DD/YYYY]

Dear Parent/Guardian,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

JOINTLY DEVELOPED

(Describe in family-friendly language how parents are involved in developing and revising the compact.)

For example: The parents, students, and staff of [Insert School Name] partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held [specify time of year] each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

[INSERT SCHOOL DISTRICT'S NAME] GOALS:

Describe in family-friendly language what your school district's overall goals are in core content areas (ELA, Math, Science, Social Studies). District goals are the same for all Title I school-parent compacts in the district.)

A sample district goal: The percentage of students scoring at Developing Learner or above on the Georgia Milestones Assessment System English Language Arts End of Grade will increase by five percentage points.

[INSERT SCHOOL'S NAME] GOALS:

(Describe in family-friendly language what your school's most critical goals are in core content areas as identified in the School Improvement Plan. It is recommended that a targeted, foundational grade-level skill to support academic achievement goals be included.)

A sample school goal with an academic focus area:

Nutmeg Elementary School will increase the percentage of students reading on grade level by five percentage points as measured by Lexile scores on the Georgia Milestones End of Grade

Assessment. In 4th grade our school will focus on the following area:

- Content Vocabulary Development*

To help your child meet the district and school goals, the school, you, and your child will work together to:

SCHOOL/TEACHER RESPONSIBILITIES:

[Insert School Name] will:

(Describe/List three to four specific strategies/activities the school will provide to parents to build the parent's capacity to support their student's learning at home to improve student academic achievement. For grade level or individual learning targets, one to two specific strategies/activities should be provided for incremental progress demonstration.)

An example of the school responsibilities could include:

Teachers will provide families with a monthly newsletter that features games and activities the families can play to review vocabulary words being covered in class.

PARENT RESPONSIBILITIES:

We, as parents, will:

(Describe/List specific activities linked to learning targets that parents/families will implement to support their child's learning and progress toward mastery of the identified school academic goals.)

An example of the parent responsibilities could include:

Families will read the class newsletters and play the word games provided for vocabulary words.

STUDENT RESPONSIBILITIES:

(Describe/List specific academic strategies the student will complete to be responsible for their own learning.)

An example of the student responsibilities could include:

Students will bring home the class newsletter featuring vocabulary word games and will play these games at home with their families to gain practice using the vocabulary words.

COMMUNICATION ABOUT STUDENT LEARNING:

[Insert School Name] is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

(Describe/List several methods for regular teacher-parent communication so that parents/families are kept up-to-date on their students' progress and get regular tips on home learning. Contact information of the school representative whom the parent should contact regarding questions about their child's education should also be included in this section.)

An example of communication between teacher-parent could include two or more of the following:

- *Class newsletters to parents*
- *Parent Portal*
- *Teacher websites or other web-based communication resource*
- *Parent-Teacher conferences*
- *Weekly folders*
- *Emails to parents on student's progress*
- *Text messaging*
- *Phone calls*
- *Other*

ACTIVITIES TO BUILD PARTNERSHIPS:

[Insert School Name] offers ongoing events and programs to build partnerships with families.

(Describe/List the opportunities for parents to volunteer, observe, and participate in school activities to build partnerships that will support student learning)

Partnership examples could include two or more of the following:

- *Parent-Teacher Conferences*
- *Parent Workshops*
- *Curriculum Nights*
- *Parent Resource Center*
- *Volunteering / Observing*
- *Open House*

- *Online/virtual activities (webinars, online chats)*
- *Multi-media activities (podcasts, teacher-created videos)*

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child’s teacher. We look forward to our school-parent partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Welcome Committed System
collaboration Trust
Astounding impact • Implement •
bring Technology
Understanding
Empower New life Opportunity
complete Help
informative action coordinate continue

Inspire

Empower



School-Parent Compact Innovative Template

Schools may use this guide to identify and match the requirements for their school-parent compact with the sample school-parent compacts provided by the Georgia Department of Education. As a component of the school-level parent and family engagement policy, each school receiving Title I funds must develop with parents and family members of participating children a school-parent compact. Therefore, schools are encouraged to use this guide with the samples, in meaningful consultation with parents, to develop a school-parent compact that will outline the shared responsibility of the teacher/school, parents, and students to improve student academic achievement.

	Does the school-parent compact*:	Section of Title I law:	To make the compact most effective:
The Teacher's/School's Role	1A Clearly state the district and school academic achievement goals. Identify one or two school goals of highest academic need and an aligned fundamental academic focus area.	1116(d)	<ul style="list-style-type: none"> Link actions in the compact to goals in the school improvement plan. Use academic achievement data to set specific goals Have teachers identify the most fundamental academic focus area(s) that will impact the identified goals.
	1B Describe ways the teacher/school will provide parents with strategies/activities aligned to the school goals to assist their child with the high-quality curriculum and instruction.	1116(d); 1116(d)(1)	<ul style="list-style-type: none"> Describe how teachers will communicate to parents, information designed to help them understand what their children are learning and doing in class Specify what evidence-based strategies/activities the teachers/school will provide to families to support at home learning
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Parent's Role	2 Describe specific tasks parents will be responsible for to support their children's learning that are aligned to the school goals.	1116(d); 1116(d)(1)	<ul style="list-style-type: none"> Connect home learning activities and strategies for students to what they are learning in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	<ul style="list-style-type: none"> Include high impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.
The Student's	3 Describe specific ways students will be responsible for/contribute to their own learning that are aligned to the school goals.	1116(d)	<ul style="list-style-type: none"> Connect activities/strategies for students to what they are learning in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	<ul style="list-style-type: none"> Include high impact actions for each grade level, designed by grade-level teams with parents.
Develop Partnerships	4 Describe school activities that build partnerships with parents, including opportunities for parents to volunteer and participate in their child's class, observe classroom activities, and communicate with teachers.	1116(d); 1116(d)(2)(C)	<ul style="list-style-type: none"> Provide both parents and teachers opportunities to develop skills for working together. Offer activities based on identified parent needs. Offer meetings at different days and times.
Jointly Developed	5 Describe how parents and family members are involved in developing and revising the compact.	1116(d); 1116(f)	<ul style="list-style-type: none"> Provide resources to cover costs for parents to take part, such as child care and transportation. Give specifics about how parents and family members are involved. Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6 Describe several methods for regular teacher-parent communication so that parents are kept up-to-date on their students' progress and can get regular tips on home learning.	1116(d)(1); 1116(d)(2) (A), (B), and (D)	<ul style="list-style-type: none"> Include parent-teacher conferences at least once a year, at which the compact will be discussed. Include follow-up steps to support parents and students. Consult with parents on communication strategies that work best for them.
	7 Ensure regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language and format that are family-friendly.	1116(f)	<ul style="list-style-type: none"> Work with parents to identify and eliminate jargon and negative language. Engage parents/staff in the design process to create an attractive final product. Communicate in the parent's preferred language.

*Numbers correspond to sample school-parent compact templates (Adapted from the Connecticut State Department of Education)

Cover

20XX-20XX

Revised XX/XX/XXXX

7

4

Activities to Build Partnerships

6

Communication about Student Learning

5

What is a School-Parent Compact?

Jointly Developed

Our Goals for Student Achievement

1A

District goal(s)

School goal(s) and focus areas(s)

Teachers, Parents, and Students—Together for Success

Teacher/School Responsibilities:

1B

(List/Describe specific activities/strategies provided to parents to build the parent's capacity to support their student's learning at home.)

Family Responsibilities

2

(List/Describe specific activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals.)

Student Responsibilities

3

(List/Describe specific academic strategies the student will complete to be responsible for their own learning.)

Signature Sheet Template

SIGNATURE SHEET TEMPLATE

Schools and parents may use the sample template in this section as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items, they will have incorporated all of the information required by Section 1116(d) to be in the School-Parent Compact. Please remember; however, that school-parent compacts should be uniquely tailored to each school. Schools and parents, in consultation with students, are also encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

The following sample compact for an elementary school was developed by the Connecticut Department of Education as part of their initiative entitled: “*Dust Off Your Old School Parent Compact: Ten Steps to Success for Developing Title I Family School Compacts.*” To access more information about their ten step process including videos, PowerPoints, handouts, and tools, please visit <http://ctschoollparentcompact.org>.

Please Note: While the Connecticut Department of Education does not require parent, teacher, and school representative signatures on their school-parent compacts, the Georgia Department of Education does as part of its Cross-Functional Monitoring process. Therefore, it is suggested to use the language on the sample signature sheet to the School-Parent Compact brochure to collect the necessary signatures and verify all parties have read and agreed to the School-Parent Compact. Allow the parent to keep the School-Parent Compact brochure as a reminder of their commitment. Also, make sure a revision date (MM/DD/YYYY) is included on the School-Parent Compact brochure as well.

SIGNATURE SHEET

School-Parent Compact

[Insert School Name]

[School Year XXXX - XXXX]

[Revision Date MM/DD/YYYY]

Dear Parent/Guardian,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

Teachers/School Representative Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Effective Compacts:

- » Link to goals of the school improvement plan
- » Focus on student learning skills
- » Describe how teachers will help students develop those skills using high-quality instruction
- » Share strategies parents can use at home
- » Explain how teachers and parents will communicate about student progress
- » Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of Nutmeg Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute comments at any time.

If you would like to volunteer, participate and/or observe in the classroom, please contact: Patti Muñoz at pmunoz@nutmeg.org or 860-555-1212. Ext. 12 or go to our school website on the **Parent Button**.

Building Partnerships

3rd Thursdays

Family Fun Learning Adventures!

Join Us for Our “Go for the Gold” Night Third Thursday of September (5:30PM - 7:00PM)

- » Help your child become a “Goal” Medalist! You and your fourth grader will learn how to set 2-3 students learning goals and ways to achieve them.
- » Enjoy GAME TIME with your child exploring free home learning kits designed to support your child’s “Olympic-Sized” learning goal. Gold medals and snacks provided!

Join us for a “Literacy Safari” 3rd Thursday in October.

Safari gear and refreshments provided.

MORE FAMILY FUN LEARNING ADVENTURES

3rd Thursday in January, March & May
Detailed information will be sent home.

Communication about Student Learning

Nutmeg Elementary School is committed to frequent two-way communication with families about children’s learning. Some of the ways you can expect us to reach you are:

- » Weekly homework folders
- » Monthly “check-in” notes or phone calls
- » Updates on the school website and current grades in PowerSchool
- » Class meetings on understanding student progress
- » Parent-teacher conferences in November and March

Do you have questions about your child’s progress?

Contact your child’s teacher by phone (860-555-1212) or e-mail. E-mail addresses are on the school website at www.nutmegschool.org.

20XX-20XX
School-Parent Compact
for Achievement

4th Grade Focus for
Student Success
Revised MM/DD/YYYY



Nutmeg Elementary School

Mary Ellen Pleasant, Principal

www.nutmegschool.org 860-555-1212



Our Goals for Student Achievement

District Goals

The Board of Education sets goals for the entire district.

The district goals for 20xx-20xx are:

The percentage of students scoring at Developing Learner or above on the Georgia Milestones (GMAS) English Language Arts End of Grade Assessment will increase by five percentage points.

The percentage of students scoring at Developing Learner or above on the GMAS Mathematics End of Grade Assessment will increase by five percentage points.

School Goals

Nutmeg Elementary School will increase the percentage of students reading on grade level by five percentage points as measured by Lexile scores on the GMAS End of Grade Assessment.

In 4th grade our school will focus on the following area:

- » Content Vocabulary Development

Nutmeg Elementary School will increase the percentage of students scoring at Developing Learner or above by five percentage points as measured by the GMAS Mathematics End of Grade Assessment.

In 4th grade our school will focus on the following area:

- » Solve multistep word problems with whole numbers



When teachers, students and families work together, we CAN achieve our goals!

Teachers, Parents, Students - Together for Success

1A



In the 4th Grade Classroom

The 4th grade classroom will work with students and their families to support students' success in reading and math. Some of our key connections with families will be:

- » Provide parents with a home learning kit full of fun materials dealing with word problems
- » Offer free Family Fun nights per year in our Parent Academy, concentrating on problem solving strategies
- » Our monthly newsletter will feature games that families can play to review the vocabulary words we have introduced in our classroom
- » Our class webpage has links to family friendly websites for building vocabulary and math skills

At Home

Nutmeg School parents joined staff to develop ideas about how families can support students' success in reading and math. Families may have other ideas to add to this list.

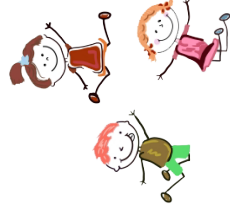
- » Have fun with math. Use materials in the math kit to explore math at home.
- » Try to attend Family Fun nights or get information from the PTO or my child's teacher if we can't attend.
- » Look for the class newsletter each month and play word games with the new vocabulary words and find ways to use these words in family conversations.
- » Check out the school class webpage and visit the links for building vocabulary and math skills.

Nutmeg Students

Nutmeg School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

- » Work with my family using the materials in the math kit to practice word problems.
- » Remind my parents about Family Fun nights that will help me with problem solving strategies.
- » Bring home our class newsletter and play the games with my family.
- » Play the games/activities from the websites posted on our class webpage.

*Family Fun Nights are a great place to learn new words, practice math - and win prizes!
(see back of brochure for more information)*



3

What is a School - Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

Effective compacts:

- Link to academic achievement goals
- Focus on student learning
- Share strategies that staff, parents, and students can use
- Explain how parents and teachers can communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom

Jointly Developed

5

The parents, students, and staff worked together and shared ideas to develop the school-parent compact. Teachers met with their subject area teams to design practical strategies for parents to use at home. Parents provided valuable feedback on their needs to help their students. Students completed comment cards to add ideas for the compact. Meetings are held each year to review and revise the compact based on the school's academic achievement goals and students' needs.

Parents are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with parents. Please call 123-456-0789 or visit our website, www.schoolwebsite.org, for more information on the school-parent compact.



4

Building Partnerships

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and your student through some of the following events and programs -

- Parent Classroom Observation Days—2nd Friday each month
- Parent-teacher mentor program
- Family Engagement Day—Month Day, Year
- Parent Tutor and Volunteer Program

6

Communication About Student Learning

Award County Middle School offers ongoing events and programs to provide parents and students with access to our staff —

- Fall and Spring Open House
- Parent-teacher conferences every nine weeks to discuss your child's progress and review the progress of the school-parent compact
- Teacher Web sites/blogs
- Parent Resource Center—(M-F 9:00 am—6:00pm)
- Grade Level Curriculum Night Potluck Dinners

7

Award County Middle School

20XX-20XX

SCHOOL-PARENT
COMPACT

Revised Month Day, Year

123-456-0987

www.schoolwebsite.org

E-mail: school@emailaddress.org



Academic Achievement Goals

1A

District Goals

The Award County School District will increase the percentage of the students scoring at the Developing Learner level or above in mathematics on the Georgia Milestones End of Grade (EOG) Assessment.

School Goals

Award County Middle School will increase the percentage of students scoring at the Developing Learner level or above in math by five percentage points as measured by the spring 2018 Georgia Milestones End of Grade (EOG) Assessment.

Area of Emphasis

6th Grade Focus: Use concepts of ratio and rate to solve problems

7th Grade Focus: Use proportional relationships to solve multistep ratio problems

8th Grade Focus: Compare two different proportional relationships represented in different ways



As a school, we will...

1B

- Develop homework assignments that allow parent participation as well as provide sections for parents to send feedback to the teacher about the assignment.
- Conduct and post online monthly math seminars for students and parents to review lessons at school or online.
- Give parents a math packet with instructions for solving real world problems involving ratios and proportional relationships to solve with their student every six weeks.
- Post new ratio problems and explanations on the school website every week for students and parents and ensure the packet is completed every six weeks.

As parents, we will...

2

- Use the interactive homework assignments to review problems that my student was unable to solve and send feedback to the teacher in the space provided.
- Attend or download online the monthly math seminars with my child to learn what is being taught in class.
- Review the math packet to work with my student on solving real-world problems
- Visit the school web site and other recommended web sites with my student to learn new math and science facts and problems with my student.

As students, we will...

3

- Complete the homework assignments with my parent and mark the math and science problems that I do not understand to review with my teachers.
- Attend/download math seminars to receive extra assistance with math problems that I need help solving.
- Finish the math packet every six weeks at home including creating my own linear equations using variables that I observe.
- Use the Web sites my teachers share with me to complete science and math practice tests and activities.

MY GOALS

My own personal goal for MATH is:

My own personal goal for SCIENCE is:

My TEACHER can help me reach my goal by:

My FAMILY can help me reach my goal by:

What is a School-Parent Compact?

It is a written commitment describing how all members of a school community—parents, teachers, principals, and students—agree to share responsibility for student learning. This compact helps bridge the learning connection between school and home.



Did You Know?

- *Parents, students, teachers and faculty members work together to develop our school-parent compact. Each school year, two meetings are held for parents, teachers, and students to compare the compact with school data to review our progress and assess our goals.*
- *This compact is uniquely developed to meet the needs and goals of our school and students.*

Parent Outreach Opportunities

4

There are many opportunities for parents to be involved and learn about Challenge County High School whether through our volunteer program, frequent visitor initiative, or open door classroom policy. Please contact our school to learn about these great opportunities and more.

- *Parent Mentor Program*
- *Family Engagement Day*
- *Parent Volunteer Program*
- *P.A.T. (Parents As Tutors)*
- *Open House*
- *Parent Teacher Conferences*
- *Daily School Tours*

Please call (555) 555-555 ext. 100 to schedule an appointment with your student's teachers or visit our Web site, www.website.org, and click on the Parent Information link to learn more information.

School and Home Communication

6

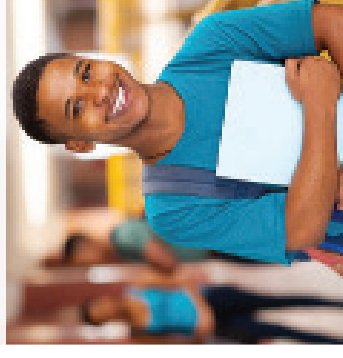
Challenge County High School is committed to providing regular two-way communication with families about student learning through the following methods.

- *Parent Portal*
- *School website*
- *Six week progress reports*
- *Monthly newsletter*
- *Telephone messages*
- *Parent-teacher conferences*
- *Text message system*



CHALLENGE COUNTY HIGH

7



20XX-20XX

School-Parent Compact

Challenge County High School
555 School Street
(555) 555-555
www.website.org

Revised Month Day, Year

District Goals

The Challenge County School District will increase the percentage of students scoring at the Developing Learner level or above on the Georgia Milestones Ninth Grade Literature End of Course (EOC) Assessment

The Challenge County School District will increase the percentage of students scoring at the Developing Learner level or above on the Georgia Milestones American Literature End of Course (EOC) Assessment

1A

School Goals

Challenge County High School will increase the percentage of students scoring at the Developing Learner level or above by five percentage points on the Ninth Grade Literature Georgia Milestones EOC Assessment for the 20xx-20xx school year.

Challenge County High School will increase the percentage of students scoring at the Developing Learner level or above by five percentage points on the American Literature Georgia Milestones EOC Assessment for the 20xx-20xx school year.

Focus Area

To help students be strong writers across all content areas, we will focus on the following areas to improve student writing skills—

- Write analytic arguments with valid reasoning and claims.
- Produce clear and coherent writing in which the development, organization and style are appropriate.

Increasing Literary Skills

- 1B** As a school - We will facilitate and utilize student-led conferences for students to share their literary portfolios and goals, including a review of their writing samples from the monthly school-wide writing days designated for students to write on specific topics in a clear and supportive style.
- 2** As a parent - I will participate in student-led conferences and provide constructive feedback, learn ways to support student goals, and discuss the samples of my student's persuasive writing.
- 3** As a student - I will maintain a literary portfolio that will include the self-evaluation of my reading and writing goals, as well as ongoing samples of my writing completed during monthly school-wide writing days.

Improving Vocabulary

- 1B** As a school - We will distribute a list of literary terms for parents and students to master at home in addition to teacher recommended educational Web sites for extra practice in developing vocabulary, and provide parents with a progress log to monitor students' practice on the vocabulary Web sites.
- 2** As a parent - I will ensure that my student masters the list of literary terms by the end of the first nine weeks, and ensure my child spends 45 minutes every week practicing on the recommended vocabulary Web sites by reviewing the student usage record and signing off on the weekly progress log provided by the school.
- 3** As a student - I will work with my parent to master the list of literary terms by the end of the first nine weeks, and complete 45 minutes each week of vocabulary practice on the recommended Web sites and include my signed progress log in my literary portfolio for conferences.

Building Better Writers

- 1B** As a school - We will provide students and parents with a "Writer's Checklist" to assist students and parents with the essential elements of standard written and spoken English.
- 2** As a parent - I will review samples of my student's writing three times a month and use the "Writer's Checklist" while discussing teacher feedback with my student.
- 3** As a student - I will routinely refer to my "Writer's Checklist" to guide my writing and learn ways to strengthen my writing style and structure.



Building Capacity



In 2010, the Georgia State Board of Education endorsed the National PTA Standards for Family-School Partnerships as Georgia’s Family Engagement Standards. This section provides a crosswalk of the National PTA Standards for Family-School Partnerships and Section 1116(e) of the Every Student Succeeds Act, Title I, Part A. Also included in this section is a graphic of the Dual Capacity-Building Framework for Family-School Partnerships which the U.S. Department of Education published in 2013. The Dual-Capacity Building Framework is a “compass” to assist schools and families in charting “a path toward effective family engagement efforts that are linked to student achievement and school improvement.” For resources related to building parent and school staff capacity, visit the Department’s Family-School Partnership Program website at <http://partnerships.gadoe.org> and the Federal Program’s Georgia’s Systems of Continuous Improvement website at <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>.

The Dual Capacity Building Framework

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Welcome to the Dual Capacity-Building Framework

Based on existing research and best practices, the Dual Capacity-Building Framework for Family-School Partnerships (Version 2) is designed to support the development of family engagement strategies, policies, and programs. It is not a blueprint for engagement initiatives, which must be designed to fit the particular contexts in which they are carried out. Instead, the Framework should be seen as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.

Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

Building Capacity of Parents and School Staff Webpage Resources

Please visit the following pages for parent or school resources:

Parent or Teacher?

Need parent resources?

Need school staff resources?



Parent Capacity

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx>



School Staff Capacity

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx>

Included Resources



Parent Capacity Checklist



School Transitions



School Staff Checklist



Customizable PowerPoint

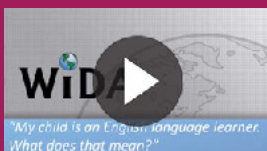


Parents of English Learners



Ideas for Building School Staff Capacity

Resource Highlights



Building Capacity: A Crosswalk for Parent and Family Engagement

BUILDING CAPACITY FOR INVOLVEMENT

Title I, Part A, Section 1116(e) of the Every Student Succeeds Act describes the six “*shalls*” stated in the law under *Building Capacity for Involvement*. The law provides eight additional “*mays*” (that are not required, but are allowable) to ensure meaningful capacity building of parents, family members, and school staff. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

- (1) **SHALL** *provide assistance* to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) **SHALL** provide *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;
- (3) **SHALL** *educate* teachers, specialized instructional support personnel, principals, and 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 with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) **SHALL**, to the extent feasible and appropriate, *coordinate* and *integrate parent involvement programs* 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 in more fully participating in the education of their children;
- (5) **SHALL** *ensure* that *information* related to school and parent programs, meetings, and other activities is *sent* to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (14) **SHALL** *provide* such other *reasonable support* for parental involvement activities under this section as parents may request.

The National PTA Standards for Family-School Partnerships, which the State Board of Education endorsed in 2010 as Georgia’s Family Engagement Standards, provides an effective framework for carrying out the six *SHALLS*, the eight *MAYS* under the law, and a school or district’s Title I parent and family engagement policy/program. Therefore, the “*shalls*” are the **activities** to implement and the Family Engagement Standards are the **framework** to help ensure effective parent and family engagement policy and plans.

Parent Teacher Association National Standards for Family-School Partnerships

Standard 1: *WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY*: Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: *COMMUNICATING EFFECTIVELY*: Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: *SUPPORTING STUDENT SUCCESS*: Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: *SPEAKING UP FOR EVERY CHILD*: Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: *SHARING POWER*: Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: *COLLABORATING WITH THE COMMUNITY*: Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



Reference: National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide*. Retrieved from <http://www.pta.org/2757.asp>

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The National PTA Standards for Family-School Partnerships provide strategies for Title I schools to build parent capacity as required by the Every Student Succeeds Act (ESSA). The Crosswalk for Parent and Family Engagement tool puts this work in a context that is easy to understand and family-friendly language in order to assist schools, parents, and communities in understanding the law by aligning the PTA Standards with the six “*shall*” and eight “*may*” stated in the law.

Building Parent Capacity: A Crosswalk for Parent and Family Engagement	
<i>PTA National Standards for Family-School Partnerships</i>	
<i>Title I Parental Involvement – Section 11116(e)</i>	
<i>14 Activities to Build Capacity for Parent and Family Engagement</i>	
BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –	FAMILY-SCHOOL PARTNERSHIPS – Framework for how and what parents , schools , and communities can do together to support student success.
(1) SHALL provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;	Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school , and have regular opportunities to strengthen their knowledge and skills to do so effectively.
(2) SHALL provide 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.	Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school , and have regular opportunities to strengthen their knowledge and skills to do so effectively.

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<p>(3) SHALL <i>educate</i> teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the <i>value</i> and <i>utility</i> of contributions of <i>parents</i>, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</p>	<p>Standard 1: Welcoming All Families Into the School Community – Families are <i>active participants</i> in the life of the school, and <i>feel welcomed</i>, and <i>connected</i> to each other, to school staff, and to what students are learning and doing in class.</p> <p>Standard 2: Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.</p>
<p>(4) SHALL, to the extent feasible and appropriate, <i>coordinate</i> and <i>integrate parent involvement programs</i> and <i>activities</i> 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 in more fully participating in the education of their children;</p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p>
<p>(5) SHALL <i>ensure</i> that <i>information</i> related to school and parent programs, meetings, and other activities is <i>sent</i> to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;</p>	<p>Standard 2: Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.</p>
<p>(6) may <i>involve parents</i> in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;</p>	<p>Standard 4: Speaking Up for Every Child – Families are <i>empowered</i> to be <i>advocates</i> for their own and other children, to ensure that students are treated fairly and have <i>access to learning opportunities</i> that will support their success.</p> <p>Standard 5: Sharing Power – Families and school staff are <i>equal partners</i> in <i>decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs</i>.</p>

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<p>(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;</p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<p>(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;</p>	<p>Standard 1: Welcoming All Families Into the School Community – Families are active participants in the life of the school, and feel welcomed, and connected to each other, to school staff, and to what students are learning and doing in class.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<p>(9) may train parents to enhance the involvement of other parents;</p>	<p>Standard 4: Speaking Up for Every Child – Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</p>
<p>(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation</p>	<p>Standard 2: Communicating Effectively – Families and school staff engage in regular, two-way and meaningful communication about student learning.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>

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<p>All Standards: Standard 1 – Welcoming All Families Into the School Community Standard 2 – Communicating Effectively Standard 3 – Supporting Student Success Standard 4 – Speaking Up for Every Child Standard 5 – Sharing Power Standard 6 – Collaborating with Community</p>	<p>(11) may <i>adopt and implement model approaches</i> to improving parental involvement;</p>
<p>Standard 5: Sharing Power – Families and school staff are <i>equal partners in decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs.</i></p>	<p>(12) may establish a <i>districtwide parent advisory</i> council to provide advice on all matters related to parental involvement in programs supported under this section;</p>
<p>Standard 6: Collaborating with Community – Families and school staff <i>collaborate with community</i> members to <i>connect</i> students, families, and staff to expand learning opportunities, community services, and civic participation.</p>	<p>(13) may <i>develop appropriate roles</i> for community-based organizations and businesses in parent involvement activities; and</p>
<p>Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p> <p>Standard 5: Sharing Power – Families and school staff are <i>equal partners in decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs.</i></p>	<p>(14) <u>SHALL</u> provide such other <i>reasonable support</i> for parental involvement activities under this section as parents may request.</p>

Building the Capacity of Parents of English Learners

Schools and districts must also provide outreach to the parents of English learners to ensure their participation in the same capacity building opportunities afforded all parents of participating students as well as to ensure compliance with Title I, Part A, Section 1112(e)(3)(C). Specifically,

(i) Each local educational agency receiving funds under this part shall implement effective outreach to parents to inform them regarding how they can:

- I. Be involved in the education of their children; and
- II. Be active participants in assisting their children to –
 - (aa) attain English proficiency
 - (bb) achieve at high levels within a well-rounded education; and
 - (cc) meet challenging State academic standards expected of all students.

(ii) [Conduct] regular meetings – implementing an effective means of outreach to parents under clause (i) [to] ... include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

Please visit the Parents of English Learners webpage (<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>) and the English Learner Program page (<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/English-Learner-Programs.aspx>) for additional information and resources.

Title I, Part A 1112(e)(3)(A) “Notice” (Title I Parent Notification of Student Eligibility for Supplemental Language Support Services)



This section provides guidance to districts on the requirements of section 1112(e)(3)(C).

Every Student Succeeds Act, Title I, Part A, Section 1112

The following is a comparison of the Elementary and Secondary Education Act (ESEA), Title I, Part A, and the Every Student Succeeds Act (ESSA), Title I, Part A. Text that is struck out in gray was removed from the old law. Green text was added to the new law. To read the full text of the ESSA, visit the US ED website at <http://www.ed.gov/essa>.

Section 1112. LOCAL EDUCATIONAL AGENCY PLANS.

(e) PARENTS RIGHT-TO-KNOW.—

(3) LANGUAGE INSTRUCTION.—

(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in; such a program, of —

- (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be, participating, will meet the educational strengths and needs of their child;

(v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ~~limited English learners proficient children~~, and the expected rate of graduation from ~~secondary high school~~ (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in ~~secondary high schools~~;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, ~~as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d))~~; and

(viii) information pertaining to parental rights that includes written guidance —

(I) detailing —~~(aa)~~ the right that parents have to have their child immediately removed from such program upon their request; ~~and~~

~~(bb)~~ (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

~~(cc)~~ (III) assisting parents in selecting among various programs and methods of instruction, if more than ~~one~~ 1 program or method is offered by the eligible entity.

~~(B) SEPARATE NOTIFICATION—In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.~~

~~(2) NOTICE—The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.~~

~~(3)~~ **(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.**—For those children who have not been identified as ~~limited English learners proficient~~ prior to the beginning of the school year **but are identified as English learners during such school year**, the local educational agency shall notify **the children’s** parents ~~within~~ **during** the first 2 weeks of the child being placed in a language instruction educational program consistent with ~~paragraphs (1) and (2)~~ **subparagraph (A)**.

~~(4)~~ **(C) PARENTAL PARTICIPATION.**—

(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of ~~limited English learners proficient students~~ to inform the parents regarding how the parents can—

(I) be involved in the education of their children; and

(II) be active participants in assisting their children to—

(aa) attain English proficiency;

(bb) achieve at high levels ~~in core academic subjects~~ **within a well-rounded education**; and

(cc) meet challenging State academic ~~achievement standards and State academic content standards~~ expected of all students;.

(ii) REGULAR MEETINGS.—~~Implementing an effective means of outreach to parents under clause (i) shall including~~ **include** holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part **or title III**.

~~(5)~~ **(D) BASIS FOR ADMISSION OR EXCLUSION.**—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

~~(2)~~ **(4) NOTICE AND FORMAT.**—The notice and information provided ~~in paragraph (1) to a parent or parents under this subsection of a child identified for participation in a language instruction educational program for limited English proficient children~~ shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

NOTIFICATION TO PARENTS OF PARTICIPATING ENGLISH LEARNERS

Previously stated in both Title I and Title III under the Elementary and Secondary Education Act (ESEA), the overarching parent and family engagement statute regarding notices to parents of participating English Learners (ELs) in supplemental language support is now under Title I, Part A, Section 1112(e)(3)(C) in the Every Student Succeeds Act (ESSA). Local educational agencies (LEAs) are required to send notification, in a language and format appropriate for the reader, to parents of ELs who have been selected to participate in the LEA's Title III or Title I supplemental language program. The federally-funded Title III or Title I supplemental language program would be in addition to the state funded English to Speakers of Other Languages (ESOL) program.

Templates are available in English and 14 other languages for LEAs to use in notifying parents of participating ELs of their child's eligibility for federally-funded supplemental language support programs. In addition, the Georgia Department of Education Title III / ESOL Program and Title I-A, Family -School Partnership Program have developed a combined notification that will satisfy both the eligibility for federally funded supplemental language support service and the ESOL notice of eligibility requirements. The combined notification may also be found on the Parents of English Learners webpage, in 15 different languages. This notice also permits the parent to waive participation in the Title-funded services. Please note that this notification may not be applicable to all parents of ELs. It is only for parents whose EL student is receiving Title I or Title III funded services focused on English language acquisition. The Georgia Department of Education recommends that district Title I staff collaborate with Title III and ESOL staff to identify which parents of ELs should receive the notification. To download the templates, please visit the Family-School Partnership Program website at <http://partnerships.gadoe.org>. Navigate to the left-hand side of the webpage and click on the "Parent Capacity" link. Select the "Parents of English Learners" webpage. A copy of the English version of the template and a flowchart for determining support for ELs are on the following pages of this guide.

Sample School District
**Title I Parent Notification of Student Eligibility for
Supplemental Language Support Services**

Date: _____

Student Name: _____

Dear Parents:

As a student in our school district's "English to Speakers of Other Languages" (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English Learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child exits from the state ESOL program, we will also exit your child from these extra language services.

Your child's English skill was most recently tested with the: Kindergarten W-APT® or MODEL®; WIDA Screener®; or ACCESS for ELLs 2.0® and received an overall score of _____. Scores lower than _____ qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is ____%. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

NOTE TO LEAs:

*Remove this highlighted section and list your district's Title I or Title III-funded supplemental language program/activities here. (Do not list the **basic, State-mandated** ESOL program offerings.)*

*You must indicate: the methods of instruction used in the federally-funded program offered to the student as well as the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction, **and** how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.*

You have the right to refuse these additional supports for your child. If you would like to decline participation for your child, talk about the different supports offered, or learn about parent meetings, please contact the person whose name, phone number, and e-mail are listed below. Thank you.

Name: _____

Title: _____

Telephone Number: _____ E-mail: _____

[Insert School District Name]

**Parent Notification of Student Eligibility
for English to Speakers of Other Languages (ESOL) Language Program
and Supplemental Language Instruction Services**

Student Name: _____ Date: _____

School: _____ Grade Level: _____ Homeroom: _____

Dear Parents/Guardians:

The purpose of this letter is to notify you that your child has been identified as an English Learner (EL) based on the following test of English Language Proficiency (ELP):

- | | |
|---|-------------------------------|
| <input type="checkbox"/> Kindergarten screener | Your child's ELP level: _____ |
| <input type="checkbox"/> WIDA Screener® (Grades 1 – 12) | Your child's ELP level: _____ |
| <input type="checkbox"/> ACCESS for ELLs 2.0® | Your child's ELP level: _____ |
| <input type="checkbox"/> Alternate ACCESS for ELLs® | Your child's ELP level: _____ |

Your child is in our school's ESOL language program because his/her level of English proficiency was less than _____ on this test. See the left side of the chart below.

- Your child is also receiving supplemental language instruction services to develop English language skills and support academic success. See the right side of the chart below.
- Your child is not receiving supplemental language instruction services.

ESOL Language Program	Supplemental Language Instruction Services
<p>Your child is being taught English as used in school through one of the following ESOL delivery models*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pull-out <input type="checkbox"/> Push-in <input type="checkbox"/> Resource center/Lab <input type="checkbox"/> Scheduled ESOL class period <input type="checkbox"/> Scheduled ESOL class period in a Newcomer Program <input type="checkbox"/> Sheltered Content <input type="checkbox"/> Sheltered Content in a Newcomer Program <input type="checkbox"/> Dual Language Immersion <input type="checkbox"/> Innovative: _____ <p><small>*Please see ESOL Delivery Model description at the end of this notification.</small></p>	<p>NOTE TO LEAs: Remove this highlighted section and list your district's Title I or Title III-funded <u>supplemental language program/activities</u> here. (Do not repeat the basic, State-mandated ESOL program offerings on the left.)</p> <p><u>You must indicate: the methods of instruction used in the federally-funded program offered to the student as well as the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction, and how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.</u></p>

[Insert School District Name]

Our language instruction program and services are effective in increasing the English and academic skills of students. If your child is in high school, the expected English Learner graduation rate is ____%.

To review the status of your child's academic achievement, please log in to the school's online parent portal: **[NOTE TO LEAs: Insert your school's parent portal name and link here. If there is no parent portal, delete this sentence and describe how the parent can access the child's academic progress.]**

The school will exit your child from this ESOL language program and supplement language service when he/she reaches the district's established level of English proficiency.

Please note that if your child has a disability, special education staff together with language support staff have determined the language services as specified in the Individualized Education Program (IEP).

You have the right to refuse the ESOL language program (See the left side of the chart on the previous page) and/or the supplemental language instruction services (See the right side of the chart on the previous page). Please contact the person listed below if you would like to decline participation for your child, if you would like to talk about the different language instruction services offered, or if you would like to learn about our parent meetings. Thank you.

Name: _____ Title: _____

Telephone Number: _____ E-mail: _____

School's Description of your child's ESOL Delivery Model: **[NOTE TO LEAs: Please keep the description(s) applicable to the child and delete the others.]**

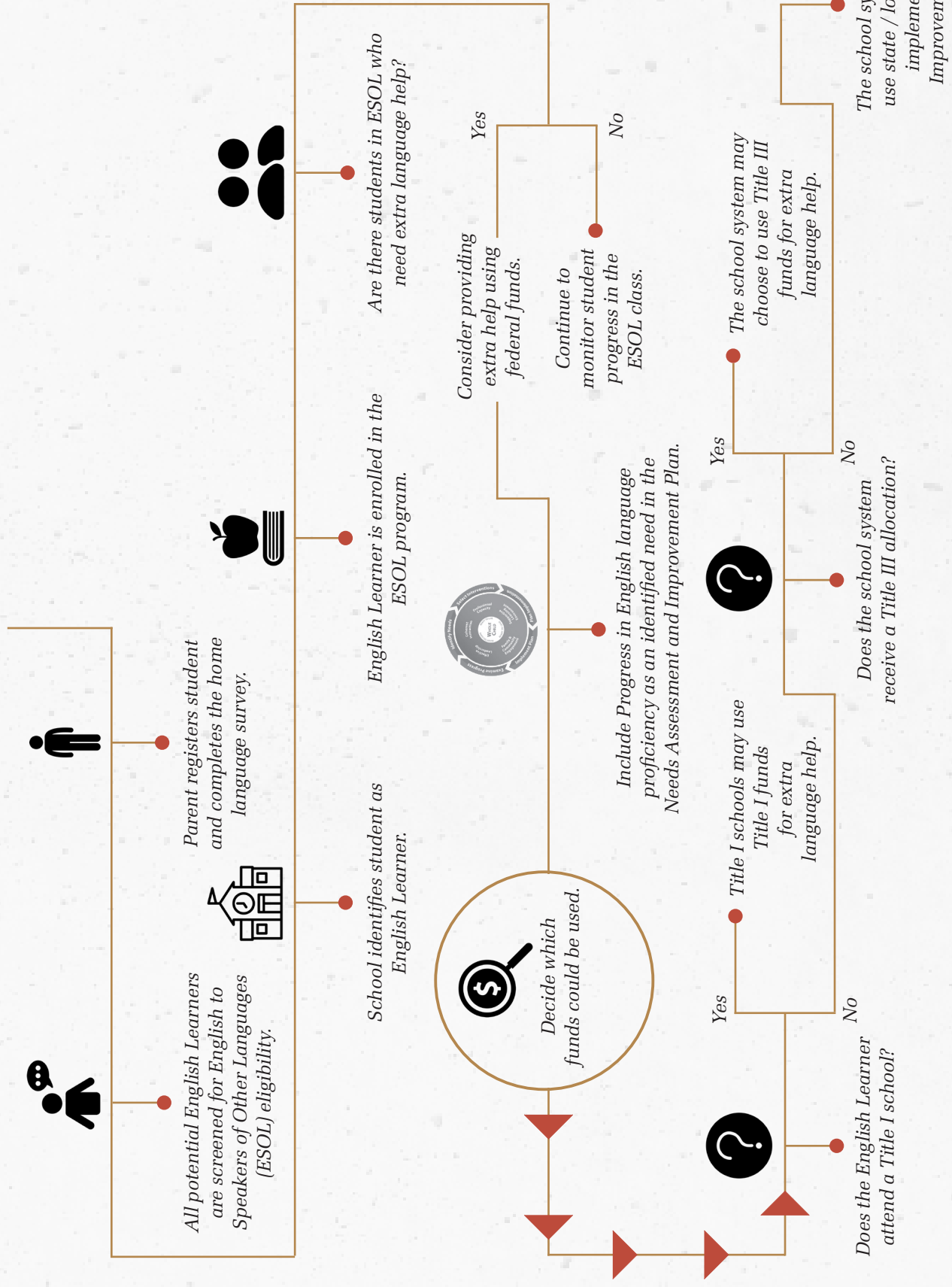
- Pull-Out:** EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
- Push-in:** EL students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher.
- Resource center/Lab:** EL students receive language assistance in a group setting supplemented by multimedia materials.
- Scheduled ESOL class:** In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content.
- Scheduled ESOL class in a Newcomer Program:** EL students are participating in a Newcomer Program for recently arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content.
- Sheltered Content:** EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students.
- Sheltered Content in a Newcomer Program:** EL students are participating in a Newcomer Program for recently arrived immigrants. EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students.

[Insert School District Name]

Dual Language Immersion: EL students receive language assistance through immersion in a dual language setting. The class includes EL students and non-EL students.

Innovative: _____

DETERMINING SUPPORT FOR ENGLISH LEARNERS



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