

COMMUNITY RELATIONS

Title I Parent and Family Engagement

The board recognizes that parent and family engagement contributes to the achievement of academic standards for students participating in District Title I programs. The board views the education of students as a cooperative effort among school staff, parents and members of the community.

General Expectations and Objectives

The Snohomish School District agrees to implement the following statutory requirements:

- A. Involve parent(s) and family members in jointly developing the District's Title I, Part A plan under the section 1112 of the Every Student Succeeds (ESSA) section 1111 (d).
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I schools within the District in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.
- C. Coordinate and integrate Title I parent and family engagement strategies to the extent feasible and appropriate, with parent and family engagement strategies under other relevant Federal, State, and local laws and programs;
- D. Conduct, with the meaningful engagement of parent and family members, and annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I schools, including identifying:
 - Barriers to greater participation by parents and families in activities authorized by section 1116 of the ESSA (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 parent(s) 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

- E. Use the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, this parent and family engagement policy; and
- F. Involve parent(s) and families in the activities of Title I schools.

Parent and Family Engagement

- A. Convene an annual meeting to which all parent(s) and families of children in Title I schools will be invited and encouraged to attend, to inform parent(s) and families of their school's participation in the Title I program and to explain the Title I program requirements, and the right of the parent(s) and families to be involved.
- B. Involve parent(s) and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) of the ESSA.
- C. Provide parent(s) and families in Title I schools with the following:
 - 1. Timely information about Title I programs;
 - 2. 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
 - 3. If requested by parent(s) or families, 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 practically possible.
- D. Each Title I school will jointly develop with parent(s) and families a school-parent(s) and family compact that outlines how parent(s) and family, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the schools, parent(s) and families will build and develop a partnership to help children achieve the State's high standards. Such compact will include:
 - 1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children in Title I schools to meet the challenging State academic standards, and the ways in which each parent/guardian 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; and

2. Address the importance of communication between teachers and parent(s)/guardian(s) on an ongoing basis through, at a minimum:
 - Parent/guardian-teacher conferences in elementary schools at least annually, during which the compact will be discussed as the compact relates to the individual child's achievement;
 - Frequent reports to parent(s)/guardian(s) on their children's progress;
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - 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. Provide assistance to parent(s)/guardian(s) of children in Title I schools, as appropriate, in understanding topics as the challenging State academic standards, State and local academic assessments, the Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- F. Provide materials and training to help parent(s)/guardian(s) to work with their children to improve their child's achievement, as appropriate to foster parent and family engagement.
- G. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and staff, with the assistance of parents, in the value and utility of contributions of parent(s) and family, and in how to reach out to, communicate with, and work with family members as equal partners, implement and coordinate parent/guardian programs, and build ties between families and the school.
- H. To the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State and local programs that encourage and support parent and families in more fully participating in the education of their children.
- I. Ensure that information related to school and parent and family engagement programs, meetings, and other activities is sent to the parent(s) and families of the

children in Title I schools in a format and, to the extent practicable, in a language the parents can understand.

- J. Involve the parent(s)/guardian(s) of children served in Title I schools in decisions about how the Title I funds reserved for parent and family engagement are allotted for parent and family engagement activities.
- K. Provide such other reasonable support for family engagement activities that parent(s)/guardian(s) may request.

Legal References: 20.U.S.C. 6318

Adopted: June 8, 2005
Revised Date: January 24, 2018

Classification: Essential