



TN

Department of
Education

Developing a Written Parent and Family Engagement Policy

A Guide for Districts and Schools

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Introduction

The [Every Student Succeeds Act](#) (ESSA) serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). The intent of the law has always been to improve outcomes for **all students**, including low-income and otherwise disadvantaged students, and [family engagement](#) has always been a key piece of the law. We know that educational gaps can only be narrowed when all stakeholders—schools, families, students, and community members—work together to reach the common goal of improved student achievement.

ESSA provides many opportunities for family engagement, but districts and schools will first need to create the conditions needed to successfully build relationships with families that are focused on their children’s learning. One major step in creating these conditions is developing a high quality parent and family engagement policy at both the district and school level.

What is a written parent and family engagement policy?

A written parent and family engagement policy explains how a district or a school will support the important role families play in the education of their children. Every district that receives Title I, Part A funds must have a written parent and family engagement policy. The same is required for every Title I school.

Why is a written parent and family engagement policy important?

- **District Level:** The district’s written parent and family engagement policy establishes the district’s expectations for family engagement – the vision of the district. It sets the stage for meaningful collaboration with families while also developing system-wide policies and practices that welcome families, incorporate their ideas, and helps focus everyone on their role in improving student achievement.
- **School Level:** The school’s written parent and family engagement policy commits a school to certain goals and actions focused on developing effective partnerships between school and home and identifies how these goals and actions will be implemented. It is an opportunity for clearer communication and meaningful collaboration with families.



What does the law say?

According to Public Law 114-95, Section 1116, school districts and schools receiving Title I, Part A funds are required to develop jointly with, agree upon, and distribute to families of participating children a written parent and family engagement policy.

The **district parent and family engagement policy** must describe, at a minimum, how the district will:

- Involve parents and family members in the joint development of the district plan;
- Provide the support necessary to assist schools in implementing effective family engagement activities to improve student performance;
- Conduct an annual evaluation of the effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority), and use the findings to revise engagement policies design strategies to support successful school and family interactions and; and
- Involve families in school activities, which may include establishing an advisory board to develop, revise, and review the engagement policy.

The **school parent and family engagement policy** must describe, at a minimum, how the school will:

- Convene an [annual meeting](#) to describe the school's participation in the Title I, Part A program and the rights of families to be involved;
- Offer a flexible number of meetings;
- Include parents and family members in the planning, review, and improvement of the parent and family engagement policy and programs;
- Provide timely information about family activities, a description and explanation of the school's curriculum, forms of academic assessment, and expected achievement levels;
- Jointly develop with families, a [school-parent compact](#) that outlines how families, school staff and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards; and support a partnership among the school, families, and community to improve student academic achievement through the following activities:
 - Providing assistance to parents and families in understanding topics such as the state's academic standards, state and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators;
 - Providing materials and training to help parents and families work with their children to improve achievement;
 - Educating school personnel, with the assistance of families, in the value and utility of the contributions of families, and how to reach out to, communicate with, and work with families as equal partners;

- Integrating engagement strategies with other federal and state programs, including preschool programs;
- Ensuring that information related to programs, meetings, and other activities is sent to families in a format and a language they can understand;
- Providing other reasonable support for engagement activities;
- Providing opportunities for the informed participation of families with limited English proficiency or disabilities, and families of migratory children in a format and language they understand; and
- Providing reasonable support for family engagement activities as families request them.



Tip: For more information on School-Parent Compacts, see our interactive toolkit, *Make the Connection: Developing an Effective School-Parent Compact*, [here](#). For more information on the [Annual Title I Meeting](#) see our tools within the “Parent and Family Engagement Resources” folder in [TDOE Resources](#).

Who should be involved?

An effective parent and family engagement program requires a partnership among key stakeholders. Healthy partnerships exist when all parties support one another in the achievement or attainment of a common goal. Successful partnerships build upon and enhance the capacity of *both* staff and families. While collaborative partnerships are required by the statute, more importantly, research shows that successful partnerships increase student achievement. It is crucial that districts and schools establish a team including parents and family members prior to the development of a parent and family engagement policy.

For more information on how to build strong partnerships with families and other stakeholders, see [A Dual Capacity-Building Framework for Family School Partnerships](#).

Tips for documenting your work with key stakeholders:

- Create a standard [sign-in sheet](#) for all meetings and events that includes space for participant names, positions, and roles.
- Save all meeting and event invitations (e.g., flyers, emails, website blurbs, etc.).
- Create and save detailed agendas for all meetings and events.
- Keep minutes of meetings and events to document discussions, ideas, and suggestions.
- Remember, school/district employees who are also parents or family members at the school cannot be counted as true parent representatives on any school team or committee.

Engaging English Learner Families

According to the report, *The Power of Parents*, “Research indicates a strong association between parent involvement with a child’s education both at home and at school and student performance in school. Engaging parents is particularly important for English learners (EL) and students from low-income families. In fact, greater parent involvement is correlated with higher student test scores and better grades for the school as a whole¹”.

It’s never too late to start engaging your EL families, no matter how limited or ineffective efforts have been in the past. When you find what works for your EL families (which may or may not be the same as what works for the EL families at a neighboring school), you will be amazed at all they have to offer. Engaged EL families possess depths of dedication and wisdom regarding their children that can be immensely helpful to teachers and schools. They have so much to offer – if the community is ready to embrace them and listen to what they have to say. This is where schools can make important strides in changing the conversation from “What can they learn from us?” to “What can we learn from each other?”

The development of the parent and family engagement policy provides a great opportunity to get families involved. Use the policy development process as a way to build stronger relationships with EL families. Include several EL family representatives on your policy development team and be sure to gather feedback from other EL families throughout the process.

When working with linguistically diverse families, the following guiding questions can help focus a school’s efforts:

- Do we understand the families’ and students’ educational background and the educational system of the families’ country of origin?
- Do our parent committees/groups reflect our EL population? Do we encourage EL families to be leaders at the school? How can we provide leadership training to families?
- Are we providing information to families about the U.S. educational system? Do they understand the educational process and their role? Are we providing time and opportunity for answering their questions?
- Are we making it clear to families why we want them to be involved?
- Do we offer EL families frequent and convenient opportunities to share input, ideas, and concerns with school leaders and teachers in a variety of venues?
- Are we helping families feel comfortable at meetings?
- Are we communicating in a language they understand and in a culturally- responsive manner by valuing their diverse ethnic and linguistic backgrounds?

¹ Thigpen & Freedberg (2014). *The power of parents: Research underscores the impact of parent involvement in schools*. Oakland, CA: EdSource. <https://edsources.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

- Are we aware of families' cultural practices and traditions?
- Are bilingual personnel available for those families who do not speak English?
- Are we providing childcare, transportation, or alternate meeting days and times, if needed?
- What forms of communication will be most effective for the family? Are we providing documents, or oral translations of documents, in a language they understand?
- Are we helping families understand and access available community resources?

What is included in this guide?

This guide includes several tools to assist districts and schools in their development of meaningful parent and family engagement policies. Resources, templates, and samples are available for two different policy formats: a traditional policy that simply meets the requirements of the law and an innovative policy that meets all requirements, but also includes some additional promising practices. Tools include:

Section 1: General Tools and Resources

- **Public Law 114-95 Section 1116:** ESSA Parent and Family Engagement regulations.
- **Parent and Family Engagement Policy Requirements: District and School Side-by-Side Comparison:** A side-by-side comparison of the requirements for the district- and school-level parent and family engagement policies.

Section 2: District-Level Tools and Resources

- **District Parent and Family Engagement Policy Checklist:** A checklist that can be utilized in the development of the district-level parent and family engagement policy to ensure all required components are included.
- **Traditional District Parent and Family Engagement Policy Template:** A template that can be utilized in the development of a traditional district-level parent and family engagement policy.
- **Innovative District Parent and Family Engagement Policy Guide to Quality:** A guide to quality that can be utilized to ensure all required components are included in the district-level parent and family engagement policy. The guide to quality is numbered (1A-9) to correspond with the innovative district parent and family engagement policy sample.
- **Innovative District Parent and Family Engagement Policy Sample:** A sample of an innovative district-level parent and family engagement policy. The sample is numbered (1A-9) to correspond with the innovative district parent and family engagement policy guide to quality.

Section 3: School-Level Tools and Resources

- **School Parent and Family Engagement Policy Checklist** – A checklist that can be utilized in the development of the school-level parent and family engagement policy to ensure all required components are included.
- **Traditional School Parent and Family Engagement Policy Template** - A template that can be utilized in the development of a traditional school-level parent and family engagement policy.
- **Innovative School Parent and Family Engagement Policy Guide to Quality** – A guide to quality that can be utilized to ensure all required components are included in the school-level parent and family engagement policy. The guide to quality is numbered (1A-8) to correspond with the innovative school parent and family engagement policy sample.
- **Innovative School Parent and Family Engagement Policy Sample** - A sample of an innovative school-level parent and family engagement policy. The sample is numbered (1A-8) to correspond with the innovative school parent and family engagement guide to quality.

Section 1: General Tools and Resources



Public Law 114-95 Section 1116

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.”; and (C) in paragraph (3)—

(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 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, 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;

(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; and

(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 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 parents on an ongoing basis through, **at a minimum** —

(A) parent-teacher conferences in elementary schools, at least annually, during 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 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;

(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, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) **may** adopt and implement model approaches to improving parental involvement;

(12) **may** establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) **may** develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) **shall** provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY.—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.

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.—In a State operating a program under part E of Title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

(h) REVIEW- The State educational agency **shall** review the local educational agency's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

Parent and Family Engagement Policy: District and School Side-by-Side Comparison

District Parent and Family Engagement Policy	School Parent and Family Engagement Policy
Each Title I served district must:	Each Title I served school in a district must:
<ul style="list-style-type: none"> • Develop jointly, agree on with, and distribute to families of Title I-served students a written parent and family engagement policy that must be incorporated into the district’s policy developed under Section 1112. • Establish the district’s expectation for parent and family engagement. 	<ul style="list-style-type: none"> • Develop jointly, agree on with, and distribute to families of participating students a written parent and family engagement policy that describes the means for carrying out the policy requirements.
Each Title I district will:	Each Title I school will:
<ul style="list-style-type: none"> • Involve parents and families in: <ul style="list-style-type: none"> ○ The joint development of the LEA’s local plan under Section 1112; and ○ The process of school review and improvement under Section 1116. 	<ul style="list-style-type: none"> • Convene an annual meeting, at a convenient time, to which all families of participating children must be invited and encouraged to attend to inform families of their school’s participation in Title I, the requirements of the program, and the right of the families to be involved.
<ul style="list-style-type: none"> • Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing effective family engagement activities to improve student academic achievement and school performance. 	<ul style="list-style-type: none"> • Offer a flexible number of meetings, such as in the morning or in the evening. Funds may be used to provide transportation, child care, or home visits, as the services relate to family engagement.
<ul style="list-style-type: none"> • Build the schools’ and families’ capacity for strong family engagement. 	<ul style="list-style-type: none"> • Involve 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 school parent and family engagement policy and the joint development of the schoolwide plan. If the school already has a process in place, it may use that process, if it includes an adequate representation of families of participating children.
<ul style="list-style-type: none"> • Coordinate and integrate parent and family engagement strategies with parent and family engagement strategies under other programs, such as: <ul style="list-style-type: none"> ○ Head Start ○ Reading First ○ Early Reading First ○ Even Start ○ Parents as Teachers ○ Home Instruction 	<ul style="list-style-type: none"> • Provide families of participating children: <ul style="list-style-type: none"> ○ Timely information about Title I programs; ○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and ○ If requested by families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in

<ul style="list-style-type: none"> ○ Preschool Youngsters ○ State-run preschools 	<p>decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. If the schoolwide plan is unsatisfactory to the families of participating children, the school must submit parent comments when the plan is made available to the district.</p>
<ul style="list-style-type: none"> • Conduct, with the involvement of families, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school served, including: <ul style="list-style-type: none"> ○ Identifying barriers to greater participation of families in Title I-related activities, with particular attention to families who are economically disadvantaged or disabled, and families who have limited English proficiency, limited literacy, or any racial or ethnic minority background; ○ Using the findings of the evaluation to design strategies for more effective family engagement; and ○ Revising the policy where necessary to address ways to overcome identified barriers. 	<ul style="list-style-type: none"> • As a component of the school parent and family engagement policy, each school served shall jointly develop with families of served children a school-parent compact that outlines how: <ul style="list-style-type: none"> ○ Families, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state’s high standards; ○ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the state’s academic achievement standards; and ○ Each family will be responsible for supporting their children’s learning and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time. • The compact will also address the importance of communication between teachers and families on an ongoing basis through, at a minimum: <ul style="list-style-type: none"> ○ Parent-teacher conference in elementary schools, at least annually, during which the compact must be discussed as it relates to the individual child’s achievement; ○ Frequent reports to families on their children’s progress; and ○ Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
<ul style="list-style-type: none"> • Involve families in the activities of the schools served under this part. 	

Section 2: District-Level Tools and Resources



District Parent and Family Engagement Policy Checklist

Note: A copy of this checklist may be downloaded [here](#).

In support of strengthening student academic achievement, each district that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to families of participating children a written parent and family engagement policy that contains information required by PL 114-95 Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the district's expectations for parent and family engagement and describes how the district will implement a number of specific parent and family engagement activities.

Please use the checklist below as a support tool in helping you create and assess your district-level parent and family engagement policy.

Yes	No	
		Does the district have a current year district parent and family engagement policy? PL 114-95 Section 1116 (a)(2)
		Is the district parent and family engagement policy presented in a format and written in a language parents/families can understand? (Is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the district parent and family engagement policy jointly developed with and agreed on with parents/families? PL 114-95 Section 1116 (a)(2)
		Documentation should include:
		Invitation to parents/families to attend meeting
		Agendas for meetings
		Sign-in sheet for meetings including name and title/position
		Minutes of meeting
		Was the district parent and family engagement policy distributed to parents/families? PL 114-95 Section 1116 (a)(2)
		Distribution methods: (Not all listed below are required, but may identify and document how the district policy was distributed)
		Student handbook?
		District website?
		Direct mail?
		Email?
		Posted in newspaper?
		Provided at student registration?
		Provided and explained at a beginning of the year event?
		Discussed at parent-teacher conferences?
		Other:
		Other:
		Does the district policy describe how the district will involve families in the joint development of the District Improvement Plan? PL 114-95 Section 1116 (a)(2)(A)

Yes	No	
		Does the district policy describe how the district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective family engagement activities to improve student academic achievement and school performance? PL 114-95 Section 1116(a)(2)(B)
		Building Capacity Requirements:
		Does the district policy describe how the district will build the schools' capacity for family engagement in the following ways?
		1. Shall provide assistance to parents/families in understanding such topics as the challenging state academic standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 114-95 Section 1116 (e)(1)
		2. Shall provide materials and training to help families to work with their children to improve their children's achievement, such as literacy and technology. PL 114- 95 Section 1116 (e)(2)
		3. Shall educate teachers, specialized instruction support personnel, principals, other school leaders, and other staff, with the assistance of families, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between the families and the school. PL 114-95 Section 1116 (e)(3)
		4. Shall, to the extent feasible and appropriate, coordinate and integrate 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. PL 114-95 Section 1118 (a)(2)(C)
		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the families can understand. PL 114-95 Section 1116 (e)(5)
		6. Shall provide such other reasonable support for family engagement activities under this section as families may request. PL 114-95 Section 1116 (e)(14)
		Documentation for building capacity requirements may include:
		Publicity and invitations to families about events/ meetings
		Agendas for events/meetings
		Sign-in sheets at meetings and training events including name and position/title
		Minutes of meetings/events
		Letters, newsletters, and other printed information
		Emails
		Phone logs
		Record of home visits
		Other:
		Other:
		Building Capacity Options
		Does the district policy describe how the district will build the schools' capacity for family engagement in the following ways?
		1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training (optional). PL 114-95 Section 1116(e)(6)

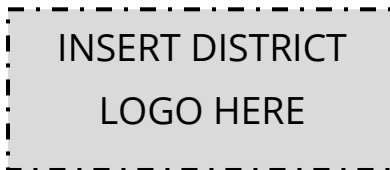
Yes	No	
		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training (optional). PL 114-95 Section 1116 (e)(7)
		4. May train families to enhance the involvement of other families (optional). PL 114- 95 Section 1116 (e)(9)
		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize family engagement and participation (optional). PL 114-95 Section 1116 (e)(10)
		6. May adopt and implement model approaches to improving family engagement (optional). PL 114-95 Section 1116 (e)(11)
		7. May establish a districtwide parent advisory council to provide advice on all matters related to family engagement in programs supported under this section (optional). PL 114-95 Section 1116 (e)(12)
		8. May develop appropriate roles for community-based organizations and businesses in family engagement activities (optional). PL 114- 95 Section 1116 (e)(13)
Documentation for building capacity requirements may include:		
		Publicity and invitations to families about events/ meetings
		Agendas for events/meetings
		Sign-in sheets at meetings and training events including name and position/title
		Minutes of meetings/events
		Letters, newsletters, and other printed information
		Emails
		Phone logs
		Record of home visits
		Other:
		Other:
		Does the district policy describe how the LEA will coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with relevant Federal, State, and local laws and programs? PL 114-95 Section 1118 (a)(2)(C)
		Does the district policy describe how, with the meaningful involvement of families, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools? PL 114-95 Section 1116 (a)(2)(D)
		Does the district policy describe that the annual evaluation will also (i) identify barriers to greater participation by parents/families in activities authorized by this section (with particular attention to families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (ii) identify needs of parents/families to assist with the learning of their children; (iii) identify strategies to support successful school and family interactions? PL107-110 Section 1118 (a)(2)(D)(i - iii)

Yes	No	
		Does the district policy describe that the findings from the evaluation will be used to design evidence-based strategies for more effective family engagement and to revise, if necessary, the parent and family engagement (district and school) policies? PL 114-95 Section 1116 (a)(2)(E)
		Documentation may include:
		Surveys and other evaluation tools
		Sign-in sheets and records of interviews
		Sign-in sheets for meetings with names and title/position
		Agenda of meetings to discuss evaluation data
		Minutes of meetings
		Does the district policy describe how to involve families in the activities of the schools, which may include establishing a parent advisory board? PL 114-95 Section 1116 (a)(2)(F)

Traditional District Parent and Family Engagement Policy Template

NOTE TO THE DISTRICT: School districts, in meaningful consultation with families, may use the sample template below as a framework for the information to be included in a traditional parent and family engagement policy. School districts are not required to follow this sample template or framework, but if they establish the district’s expectations for parent and family engagement and include all of the components listed under “Description of How District Will Implement Required District Parent and Family Engagement Policy Components” below, they will have incorporated the information that Section 1116(a)(2) requires for the district parent and family engagement policy. School districts, in meaningful consultation with families, 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.

An editable version of this template is available [here](#).



District Parent and Family Engagement Policy

(Insert District Name)

(Insert School Year XXXX-XXXX)

(Insert Revision Date MM/DD/YYYY)

In support of strengthening student academic achievement, **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 district’s expectations and objectives for meaningful parent and family engagement and describes how the district will implement a number of specific parent and family engagement activities.

The **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.
- Consistent with Section 1116, 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 Section 1116(d) of the ESEA.

- 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 families 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 families understand.
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the families 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 parent and 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:
 - Parent and family engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (A) families play an integral role in assisting their child’s learning;
 - (B) families are encouraged to be actively involved in their child’s education at school;
 - (C) families 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; and
 - (D) other activities are carried out, such as those described in Section 1116 of the ESEA.

Description of how the district will implement required district parent and family engagement policy components:

NOTE TO THE DISTRICT: The district 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

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 ESEA:

(Describe/List how families will be involved in the development of the district parent and family engagement policy, the district improvement plan, and how families 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 involvement 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 families in activities (with particular attention to families 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 family 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.)

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, parent resource centers, and other programs]* that encourage and support families 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 AND FAMILY MEMBERS

The name of school district will, with the assistance of its Title I schools, build families' 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 families work with their children to improve their children's academic achievement. Assistance will also be provided to parents and families 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; and
- How to work with educators.

(Describe/List activities, such as workshops, conferences, classes, online resources, meetings, and any equipment or other materials that may be necessary to support families in helping their student's academic success.)

BUILDING CAPACITY OF SCHOOL STAFF (Optional)

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

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

- Involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for families 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 families to participate in school-related meetings and training sessions.
- Training families to enhance the involvement of other families.
- 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 families 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 parent and 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 DISTRICT: Describe how each discretionary item will be implemented.

ADOPTION

This district 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 2017-2018 school year. The school district will distribute this policy to all families of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

NOTE TO THE DISTRICT: It is not a requirement that the district 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.

Innovative District Parent and Family Engagement Policy Guide to Quality

Note: A copy of this document may be downloaded [here](#).

Districts may use the guide below to identify the requirements for the district-level parent and family engagement policy and match these requirements with the sample policy provided in the following section. **The numbers on the guide to quality (1A-9) correspond to the numbers on the sample policies.** Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each district 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 families, to develop a district parent and family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement for the district.

	Does the district parent and family engagement policy:	Section of Title I law:	To make the policy more effective:
Jointly Developed	1A - Describe the purpose of the parent and family engagement policy along with information about the Title I program.	1116(a)(2)	Provide a brief overview of Title I and its purpose as well as what is included in the district parent and family engagement policy.
	1B - Describe how parents and family members will be involved in the development of the district parent and family engagement policy. This may include establishing a parent advisory board.	1116(a)(2) 1116(a)(2)(F)	Ensure all parents have the opportunity to provide input on the district parent and family engagement policy by providing several attempts and ways for families to provide feedback.
Parent Input	2A - Describe how parents and family members will be involved in the development of the district improvement plan.	1116(a)(2)(A)	List the specific opportunities that exist for parents and family members to provide input and feedback on the district improvement plan.
	2B - Describe how parents and family members will be involved in developing school improvement plans.	1116(a)(2)(A)	Utilize parent and family leaders to co-facilitate a schoolwide plan meeting.
	2C - Describe how parents and family members will be involved in the decisions regarding how parent and family engagement funds are allotted.	1116(a)(2)(B)	Provide various times, ways, and places for families to provide input on the parent and family engagement budget.
Technical Assistance	3 - Describe how the district 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)	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	4A - Describe how the district will reserve 1 percent of Title I funds to carry out parent and family engagement requirements.	1116(a)(3)(A)	Describe how the district will establish an adequate budget for parent and family engagement activities and programs.

	4B - Describe how the district will distribute 90 percent of the 1 percent reserve to schools.	1116(a)(3)(C)	Describe how the district will assist schools in developing parent and family engagement budgets.
Integration	5 - Describe ways the district 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)	Distribute and share information with these programs concerning school events and activities for families that help support student learning and promote academic achievement.
Annual Evaluation	6 - Describe how the district 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)	Describe various combinations of evaluation methods—surveys, focus groups, open discussion forums, to provide parents and families with multiple ways to provide evaluation feedback on the parent and family engagement policy.
Format and Language	7 - Ensure that the format and language of the policy are family-friendly.	1116(f)	Describe how district reports, letters, information, and materials will be available in a format and language that all families can understand.
Building Capacity	8A - Describe how the district will provide assistance to families 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)	Gather feedback from families to determine their specific understanding of the state academic standards, academic assessments, and school curriculum so the school can provide necessary resources and materials.
	8B - Describe how the district will provide materials and training to help families 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)	Develop educational classes for students and families to attend to provide them with resources for at-home learning opportunities.
	8C - Describe how the district will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of families, in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs, and build ties between families and the school.	1116(e)(3)	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

	8D - Describe how the district will coordinate and integrate family engagement 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 families in more fully participating in the education of their children.	1116(e)(4)	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 families and students to assist in successful student transitions to school.
	8E - Describe how the district will ensure that information related to school and family programs, meetings, and other activities is sent to the families of participating children in a format and, to the extent practicable, in a language the families can understand	1116(e)(5)	Utilize the discretionary items described in Section 1116 to develop strategies to improve parent and family engagement. Provide opportunities for families to request additional support and offer input on the improvement of parent and family engagement programs
	8F - Describe how the district will provide such other reasonable support for family engagement activities under this section. (For example, the discretionary items described in Section 1116[e][6- 13] to build effective partnerships between the school and families).	1116(e)(14)	Utilize the discretionary items described in Section 1116 to develop strategies to improve parent and family engagement. Provide opportunities for families 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 district will provide to support a strong partnership between the school, families, and the community to improve student academic achievement.	This is a best practice and not required.	Provide families with resources and assistance based on the district needs assessment and parent input.

Innovative District Parent and Family Engagement Policy Sample

Note: A copy of this sample may be downloaded [here](#).

Great School District 2017-18 Parent and Family Engagement Policy

7

Revised June 15, 2017
555 Main Street
Yourtown, TN 12345
greatschoolsdistrict.org

What is family engagement?

9

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 ESSA.



About the Parent and Family Engagement Policy

1A

In support of strengthening student academic achievement, the Great School District (GSD) 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 GSD'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 the Every Student Succeeds Act (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. Consistent with Section 1116, the GSD will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

1B

**When students, schools, families, and communities work together,
we can achieve GREATness!**

Jointly Developed

1B

During the annual State of the District meeting in May, all families were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2017- 2018 school year. The district sent an email to all families informing them about this meeting and posted an announcement on the school district website. During this meeting, families also reviewed and discussed the District Improvement 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 school year.

Upon final revision, the district parent and family engagement policy was incorporated into the District Improvement Plan, which was submitted to the state. Families 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 July was included with the policy for this school year

The district parent and family engagement policy was posted on district and school websites, distributed during the annual Title I school meetings early this school year, and made available in the schools' parent resource centers.

2A

3

Strengthening Our Schools

This year, the district family engagement coordinator (FEC) will provide 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.

4A

Reservation of Funds

4B

The GSD will reserve 1 percent from the total amount of Title I funds it receives in FY18 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, the GSD 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 will host an annual School Improvement Forum in May for families to provide suggestions how these family engagement funds will be used in the upcoming year at the district and school-level. Comment cards and minutes from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.

2C



1B

Opportunities for Meaningful Parent and Family Consultation

9

Input and suggestions from parents and family members 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.

2C

Annual District Survey ~ April 3-7, 2018 Family input on the use of Title I funds to support family engagement programs may be provided through the annual district survey. The survey will contain questions related to the family engagement budget as well as a section for families to provide their comments.

School Improvement Forums ~ May 1-3, 2018 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 programs. Each Title I school will send invitations home and email and text parents notifying them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

State of the District Meeting ~ May 22, 2018 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 comprehensive District Improvement Plan for the 2018-19 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.

2A

Unable to attend these meetings? Please visit www.greatschoolsdistrict.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 GSD website



2B



3

Building Capacity

The GSD will build the schools' and parents' capacity for strong family engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the Title I schools, parents, and the community to improve student academic achievement through the following districtwide activities and programs such as Academic Parent-Teacher Teams (APTTs). APTT is an evidence-based family engagement model that builds partnerships with parents. With the teacher, families set student academic goals to be addressed through at-home learning activities and strategies.

Of Parents:

The GSD will work as a district and through its Title I schools to provide assistance to parents in understanding state and district academic information connected to their student's learning and progress, as well as information regarding the Title I program and APTT. The GSD will provide classes for parents to gain knowledge about the challenging state academic standards, local academic assessments, as well as the required assessments for Tennessee students including alternative forms of assessment. The dates and locations for these classes and APTT meetings will be posted on the district website and shared through each Title I school's newsletter.

8A

The GSD will also coordinate pages on the district and school websites that will contain resources and materials, including parent guides, study guides, practice assessments, and APTT activities, to help parents work with their children at home. Copies of these materials will be made available at all Title I schools for those families who may have limited internet access, including copies in Spanish. To assist parents with understanding the online student information system and other digital educational resources (including education about the harms of copyright piracy), the GSD technology specialists will partner with Title I schools to host workshops for parents. Dates and times for these workshops will be determined and announced by each individual school.

8B

8E

The GSD has established a districtwide Parent Advisory Council comprised of family representatives from each Title I school's Parent Advisory Council to provide advice on all matters related to family engagement in Title I, Part A programs. Community leaders and business partners will be invited to serve on this council. The district will also encourage collaboration and participation with community partners by posting recordings of council and other district meetings on the website and increase participation by utilizing video conferencing technology to accommodate the schedules of these valuable partners.

1B

8F

The GSD will coordinate and integrate the district's family engagement programs with the local preschool program and other federal and state funded preschool programs in the district by inviting faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, the elementary schools will host Kindergarten Ready days so parents may tour the schools and receive information

8D

5

to help prepare them and their children for kindergarten. The GSD will also coordinate with these programs to ensure that parents are informed about available resources.

Of School Staff:

8C

The GSD will conduct three 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 GSD 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 GSD will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments and improving two-way communication with families.

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' native 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 other school message systems to post information for parents.

6

Parent and Family Engagement Evaluation

Each year, the GSD 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.

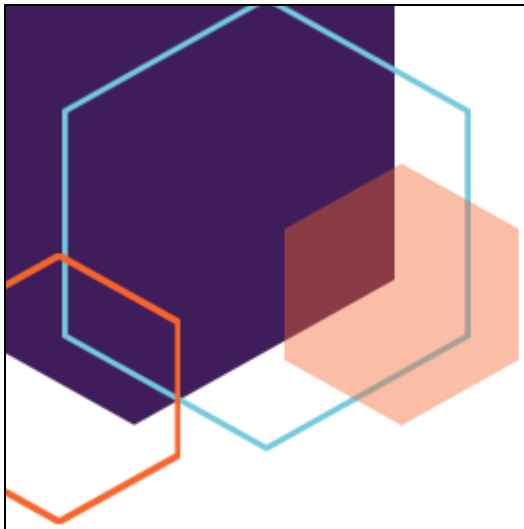
Beginning in April, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs of families and to design strategies for more effective family engagement. The GSD 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

8E

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

9

For Parents

- Annual Parent and Family Survey: April 3-7, 2018
- School Improvement Forum: May 1-3, 2018 – Local School Site
- State of the District Meeting: May 22, 2018 – County Board Office

For Schools

- Welcoming Schools Training: August 23, 2017 – 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.

9

This policy was adopted by the Great School District on June 15, 2017 and will be in effect for the 2017- 2018 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children on or before September 1, 2018.



Section 3: School-Level Tools and Resources



School Parent and Family Engagement Policy Checklist

Note: A copy of this checklist may be downloaded [here](#).

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, families of participating children a written parent and family engagement policy that contains information required by Public Law (PL) 114-95 Section 1116 (b) & (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for family engagement and describes how the school will implement a number of specific family engagement activities.

Please use the checklist below as a support tool in helping you create and assess your school parent and family engagement policy.

Yes	No	
		Does the school have a current year school parent and family engagement policy? PL 114-95 Section 1116 (b)(1)
		Is the school parent and family engagement policy presented in a format and written in a language parents/families can understand? (Is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the school parent and family engagement policy jointly developed with and agreed on with families? PL 114-95 Section 1116 (b)(1)
		Documentation should include:
		Invitation to parents/families to attend meeting?
		Agendas for meetings?
		Sign-in sheet for meetings including name and title/position?
		Minutes of meeting?
		Was the school parent and family engagement policy distributed to parents/families? PL 114-95 Section 1116 (b)(1)
		Distribution methods: (Not all listed below are required, but may identify and document how the district policy was distributed)
		Student handbook?
		District website?
		Direct mail?
		E-mail?
		Posted in newspaper?
		Provided at student registration?
		Provided and explained at a beginning of the year event?
		Discussed at parent-teacher conference?
		Other:
		Was the school parent and family engagement policy made available to the local community? PL 114-95 Section 1116 (b)(1)
		Document how the school policy was made available to the community: newspaper announcement, presented at public school board meeting, provided to places of worship, civic organizations, businesses, etc.

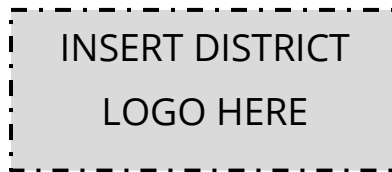
Yes	No	
		Does the school policy describe that there will be an annual meeting, at a convenient time, to which all families will be invited and encouraged to attend, to inform families of the school's participation under this part and to explain the requirements under this part, and the right of families to be involved? PL 114-95 Section 1116 (c)(1)
		Documentation should include:
		How the meeting was announced and parents invited - website, email blast, flyer, etc.
		Agendas for meetings including any handouts
		Sign-in sheet for meetings including name and title/position
		Minutes of meeting
		Does the school policy affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services related to family engagement? PL 114-95 Section 1116 (c)(2)
		Does the school policy describe how families will be involved 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? PL 114-95 Section 1116 (c)(3)
		Does the school policy describe how families will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and joint development of the school improvement plan? PL 114-95 Section 1116 (c)(3)
		Does the school policy address how parents/families will be provided timely information about school programs under this part? PL 114-95 Section 1116 (c)(4)(A)
		Does the school policy address how parents/families will be provided 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? PL 114-95 Section 1116 (c)(4)(B)
		Does the school policy address how parents/families, when requested, will have 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? PL 114-95 Section 1116 (c)(4)(C)
		Does the school policy state that if the school improvement plan is not satisfactory to families that the school will submit any family comments on the plan when the school makes the plan available to the district? PL 107-110 Section 1118 (c)(5)
		Building Capacity Requirements
		Does the school policy describe how the school will build the schools' (and families') capacity for family engagement in the following ways?
		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress,

	and how to work with educators to improve the achievement of their children. PL 114-95 Section 1116 (e)(1)
	2. Shall provide materials and training to help families to work with their children to improve their children's achievement, such as literacy training and using technology. PL 114-95 Section 1116 (e)(2)
	3. Shall educate teachers, specialized instruction support personnel, principals and other school leaders and other staff, with the assistance of families, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs, and build ties between families and the school. PL 114-95 Section 1116 (e)(3)
	4. Shall, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, , and conduct other programs such as parent resource centers. PL 114-95 Section 1116 (a)(2)(C) and (e)(4)
	5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the families can understand. PL 114-95 Section 1116 (e)(5)
	6. Shall provide such other reasonable support for family engagement activities under this section as families may request. PL 114-95 Section 1116 (e)(14)
	Documentation should include:
	Publicity and invitations for parents and families
	Agendas for meetings and programs
	Sign in sheets for meetings and events, including name and position/title
	Minutes of meetings or record of training event
	Letters, newsletters, and other printed information
	Emails
	Phone logs
	Record of home visits
	Other:
	<u>Building Capacity Options</u>
	Does the school policy describe how the school will build the schools' and families' capacity for family engagement in the following ways?
	1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training (optional). PL 114-95 Section 1116 (e)(6)
	2. May provide necessary literacy training from funds received under this if the district has exhausted all other reasonably available sources of funding for such training (optional). PL 114-95 Section 1116 (e)(7)
	3. May pay reasonable and necessary expenses associated with local family engagement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings (optional). PL 114-95 Section 1116 (e)(8)
	4. May train families to enhance the involvement of other families (optional). PL 114-95 Section 1116 (e)(9)
	5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize family engagement and participation (optional). PL 114-95 Section 1116 (e)(10)

Yes	No	
		6. May adopt and implement model approaches to improving family engagement (optional). PL 114-95 Section 1116 (e)(11)
		7. May develop appropriate roles for community-based organizations and businesses in family engagement activities (optional). PL 114-95 Section 1116 (e)(13)
		Documentation should include:
		Publicity and invitations for parents and families
		Agendas for meetings and programs
		Sign in sheets for meetings and events, including name and position/title
		Minutes of meetings or record of training event
		Letters, newsletters, and other printed information
		Emails
		Phone logs
		Record of home visits
		Other:

Traditional School Parent and Family Engagement Policy Template

NOTE TO SCHOOLS: Schools, in meaningful consultation with families, may use the sample template below as a framework for the information to be included in the school 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 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 policy. Schools, in meaningful consultation with families, 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. [An editable version of this template is available here.](#)



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, 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 district.

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

- Involve families, 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 school improvement 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 families and the school, distribute it to the families 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 families with limited English proficiency, families with disabilities, and families 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 families understand.

- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family 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 families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (A) families play an integral role in assisting their child’s learning;
 - (B) families are encouraged to be actively involved in their child’s education at school;
 - (C) families 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; and
 - (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

_____ **Name of school** _____ will take the following actions to involve families 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 families, 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 families will be involved in the development of the school parent and family engagement policy and how families will be involved in the planning, review, and improvement of parent and family engagement programs.)

ANNUAL TITLE I MEETING

 Name of school will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' 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 families of the requirements of Title I and the school's participation as well as the families' rights to be involved. The annual Title I meeting should not be used to ask for family input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.)

COMMUNICATIONS

 Name of school will take the following actions to provide families 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 families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

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

SCHOOL-PARENT COMPACT

 Name of school will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families 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 families a school-parent compact.)

RESERVATION OF FUNDS

If applicable, name of school will take the following actions to involve the families 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 families the budget for parent and family engagement activities and programs and how families will be involved in providing input into how the funds are used.)

COORDINATION OF SERVICES

Name of school 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 families 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 SCHOOL STAFF

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

(Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with families as equal partners. Describe/List methods of families' assistance for building staff capacity.)

Name of school will provide other reasonable support for parent and family engagement activities under Section 1116 as families 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 COMPONENT

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 families, chooses to undertake to build families' 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. Please indicate which of the following discretionary (optional) school parent and family engagement policy components the school will implement to improve family-school partnerships:

- Involve families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for families 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 families to participate in school-related meetings and training sessions.
- Train families to enhance the engagement of other families.
- 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 families 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 SCHOOLS: Describe how each discretionary item checked above will be implemented.

Innovative School Parent and Family Engagement Policy Guide to Quality

Note: A copy of this document may be downloaded [here](#).

Schools may use the guide below to identify the requirements for the school-level parent and family engagement policy and match these requirements with the sample policy provided in the following section. **The numbers on the guide to quality (1A-8) correspond to the numbers on the sample policies.** 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 families, 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	1A - Describe the purpose of the parent and family engagement policy along with information about the Title I program.	1116(b)(1)	Provide a brief overview of Title I and its purpose as well as what is included in the district parent and family engagement policy.
	1B - Describe how parents and family members will be involved in the development of the school parent and family engagement policy.	1116(b)(1)	Ensure all families have the opportunity to provide input on the school parent and family engagement policy by providing several attempts and ways for families to provide feedback.
Parent Input	2A - Describe how parents and family members will be involved in the planning, review, and improvement of parent and family engagement programs.	1116(c)(3)	Develop multiple opportunities throughout the year for families to provide feedback and suggestions.
	2B - Describe how the school will provide families 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)	Provide parents with multiple opportunities to provide suggestions and participate in decision-making.
	2C - Describe how parents will be involved in the development of the school improvement plan.	1116(c)(3)	List the specific opportunities that exist for families to provide input on the school improvement 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)	Describe how the school will offer a flexible number of Title I Annual Parent Meetings at various times and in varying formats.

Communications	4A - Describe how the school will notify parents and family of the parent and family engagement policy in an understandable format.	1116(c)(4)(A)	Describe the various methods the school will use to communicate information with parents
	4B - Describe how the school will provide parents with timely information about Title I programs.	1116(c)(4)(A)	Describe the various methods the school will use to communicate information with parents
	4C - Describe how the school will offer parents a flexible number of meetings and transportation, child care, or home visits.	1116(c)(2)	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)	Work with families to evaluate commitments and determine how successful each party was throughout the school year in honoring the compact.
Family Friendly	6 - Ensure that the format and language of the policy are family-friendly.	1116(f) 1116(b)(1)	Describe how district reports, letters, information, and materials will be available in a format and language that all parents can understand.
Building Capacity	7A - Describe how the school will build families' capacity for strong family engagement.	1116(e)	Describe the various ways the district will implement procedures to build the schools' and families' capacity.
	7B - 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)	Provide grade-level educational workshops designed to help parents understand the corresponding subjects, assessments, and requirements.
	7C - 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)	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 educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff, with the assistance of families, in the value and utility of contributions of families, 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)	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 families and students to assist in successful student transitions to school.

	7E - Describe how the school will coordinate and integrate family engagement 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)	Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for family engagement, including providing information and resources to support school orientation for parents and students to assist in successful student transitions to school.
	7F - Describe how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the families of participating children in a format and, to the extent practicable, in a language the parents can understand.	1116(e)(5)	Provide all parents with materials, correspondence, and information in appropriate languages, according to the school population, and a format that is family-friendly.
	7G - Describe how the school will provide other reasonable support for family engagement activities under this section as parents may request.	1116(e)(14)	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, families, and the community to improve student academic achievement.	This is a best practice and not required.	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.

Innovative School Parent and Family Engagement Policy Sample

Note: A copy of this sample may be downloaded [here](#).



Poplar Elementary School

2017-18 Parent and Family Engagement Policy for Shared Student Success

6

Plan Revised May 31, 2017

School Plan for Shared Student Achievement

What is it?

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

1A

How is it revised?

Poplar Elementary School invited all families to attend our annual School Forum last spring to review and revise this parent and family engagement policy, the school improvement plan, our school-parent compact, and the family engagement budget. Additionally, family 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 families to view and submit feedback throughout the year. All 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 families for their suggestions on the plan and the use of funds for family engagement. Families can also give feedback during several meetings and activities during the school year.

1B

2B

2C



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. Poplar Elementary will provide full opportunity for the participation of parents and family members with limited English, with disabilities, and of migratory children.

1A

Where is it available?

At the beginning of the year, the plan is included in the student handbook and sent home with all students. As a reminder, we will email the plan to all families in August before the scheduled Open House event. The plan will also be posted on the school website and social media. Families can also retrieve a copy of the plan in the front office of the school.

4A

When students, schools, families, and communities come together - we CAN achieve our goals!

Poplar Elementary School

Dr. John Smiley, Principal
123 Tree Street
Yourtown, TN 12345
(615) 555-1234
www.poplarschool.org

2017-18 District Goals

All schools in the district will score in the 80th percentile or above as measured by the TNReady assessment.

2017-18 Poplar Elementary School Goals

In 2017-18, increase proficiency on TNReady by 8 percent in reading and math.

The school focus for **reading** is:

K-1: Beginning sounds and sight words

K-4: Vocabulary development

The school focus for **math** is:

K-6: Place value and estimation

7B



Parent and Family Engagement

Poplar 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, ensuring that:

- families play an integral role in assisting their child's learning;
- families are encouraged to be actively involved in their child's education at school; and
- families 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.

2B

School-Parent Compacts

5

As part of this plan, Poplar Elementary and our families will develop a school-parent compact. A compact is a written agreement that families, teachers, and students jointly develop to explain how everyone will work together to ensure all students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from families, students, and teachers during various events and the annual School Forum. The school-parent compacts are also displayed in each classroom, shared with families during parent-teacher conferences, posted on our school website (www.poplarschool.org), and extra copies are always available in the front office. If you would like to provide feedback on the compact any time during the year, please contact Sue Smith at (615)555-1234 or Sue.Smith@poplarschool.org.





Family Resource Center

Come visit the Family Resource Center to check out books, study materials, and activities to use at home with your child. Computers are also available for parents to explore the Parent Portal and other educational resources.
 Open Monday - Friday, 7:00 a.m.-5:30 p.m.
 & the 3rd Saturday of every month,
 9:00 a.m.-3:00 p.m.



Poplar Elementary is committed to helping our parents and family members attend the events listed in this policy. Please call or email us if you need assistance with child care or transportation in order to participate in any of our programs.
 Sue Smith, Family Liaison
 (615) 555-1234
Sue.Smith@poplarschool.org

4C



Poplar elementary is branching out!

Poplar Elementary will take the following measures to empower and support families as an important foundation of our school in order to strengthen the school and reach our goals.

7A

We will:

7F

❖ Ensure that all information related to school and family programs, meetings, and other activities is published in English, Spanish, and Arabic; posted on the school website; and included in the monthly school newsletter for all families.

7E

❖ Provide monthly trainings for staff during their planning periods on strategies to improve communication with families and ideas to increase family engagement in reading and math for our students outside of the classroom. Staff will also share promising practices in family engagement during regularly scheduled faculty meetings.

7D

7B

❖ 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.

7F

❖ Share information in English, Spanish, and Arabic on the school blog and in the school newsletter for families to understand the school's academic standards and assessments as well as the ways families can monitor their child's progress and work with educators.

7C

❖ Communicate with all families and the community on a regular basis regarding schoolwide events and activities, through phone messages, our website, social media, and flyers.

7D

2B

❖ Work with our families 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.

7G

7G

❖ 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.

❖ 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.

❖ 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.

Let's get together!

Poplar Elementary will host the following events to build the capacity for strong family engagement and support a partnership among the school, families, and the community to improve student academic achievement. Most meetings for parents and family members will be held twice during the day - in the morning before school and in the evening at 6:00 p.m. See the entire listing of events on our website: www.poplarschool.org.

4C

Annual Title I Meeting - Sept. 5, 2017 & Sept. 6, 2017

3

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, and the school-parent compact. Invitations will be emailed and posted in the school newsletter and on social media.

Open House - Sept. 13, 2017

Meet your child's teacher and learn about important grade level skills and standards that your child will be working on this year.

7B

New Family Breakfast - Sept. 14, 2017

Learn helpful information to prepare for the school year.

Family Math and Reading Fun - Oct. 10, 2017 & Jan. 17, 2018

Learn how to make math and reading fun at home with our make-and-take learning kits

7C

Kindergarten Coffee House - Nov. 8, 2017

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

Parent-Teacher and Student Conferences - Oct. 4, 2017 & Feb. 15, 2018

Scheduled updates on your child's progress.

7B

Taste of Curriculum Night - Oct. 19, 2017

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

7B

Lunch n Learn - 3rd Wednesday of each month, 11:30 a.m. -12:30 p.m.

Bring a sack lunch and gain knowledge about topics relevant to your child's education.

Community Cares Fair - March 15, 2018

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

8

Family Appreciation Celebration - April 4, 2018

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

7A

School Improvement Forum - May 2, 2018

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

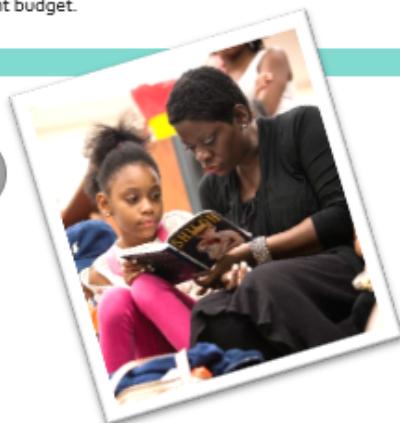
2C

Parent and Family Engagement Standards

Poplar Elementary and our families 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:

7D

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

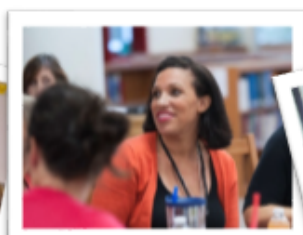


School Community Team

Poplar Elementary invites all families to join the School Community Team to share ideas and ways to involve others 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 family surveys and website. If you would like to learn more about the School Community Team, please contact Sue Smith at (615) 555-1234 or complete the interest form below and leave it in the front office.

2A

2B



School Community Team

8

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

Name: _____

Child's Name and Grade Level: _____

Address: _____

Phone Number: _____

Email Address: _____

Share Your Thoughts

2A

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 front office:

Name (optional): _____ Phone Number (optional): _____

Comments: _____

References

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