

Template: Title I School-Level Parent and Family Engagement Policy

Instructions

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of section 1116.

The policy must be:

- developed jointly with and agreed upon by family members of students attending the Title I school;
- written in an understandable format and provided in a language family members can understand;
- distributed to all families of children in Title I schools and
- updated annually to meet the changing needs of families, and the school.

DC Public Schools receiving Title I funding can use this template as they develop their school's Title I Parent and Family Engagement Policy in partnership with families. The template includes sections that are required for inclusion under the law, as well as space for the school to add how it specifically will address these requirements.

Timeline

All DCPS schools should plan to conduct a "Back-to-School" meeting annually by Sept. 30 with families enrolled at the school. Schools receiving Title I funding must also conduct a meeting that includes information about the rights and responsibilities of parents and families under Title I, Part A by Oct. 31 annually. The Title I meetings can also serve as an opportunity to solicit input on the school's Parent and Family Engagement Policy and School-Parent Compact. Schools must conduct a number of meetings or other touchpoints with families that are offered at flexible times and with appropriate interpretation as necessary, in order to reach the greatest number of families possible.

Title I schools should have finalized their School Parent and Family Engagement Policy and School-Parent Compact annually by November 15.

More Parent and Family Engagement Resources for Title I Schools

- Title I Parent & Family Engagement Toolkit
- Title I School-Parent Compact Template
- DC Public Schools Title I Parent and Family Engagement Policy

For questions about this template or Title I requirements, please contact the Family and Community Engagement Division at ceo.info@k12.dc.gov.

Title I Parent and Family Engagement Policy

[School Name]

[Address]

School Year XXX

DC Public Schools believes that families are our strongest partners. Family and community engagement is built into everything we do, at every level of our work. At [name of school], we believe [insert school's mission statement or a description of the school.] the families we serve are key partners in achieving that mission.

This policy describes how we will engage families in the planning, review, and improvement of the school's Parent and Family Engagement Policy in alignment with the Every Student Succeeds Act (ESSA), section 1116. It outlines how the school and families will work together to develop meaningful communication that advances the learning of all students and builds a joyful and welcoming learning environment for all. Family members of students at [name of school] partnered in the development of this policy document by [insert what actions schools completed to gather input from families].

Shared Decision-Making and Communication with Families

[Name of school] agrees to do the following to foster shared decision-making with families and build trusting relationships through meaningful, two-way communication:

Involve families in the planning, review and improvement of the school's Parent and Family Engagement Policy. *Add details below on how the school will implement this requirement.*

Convene an annual meeting:

- At a convenient time and place for families, offering multiple options if necessary
- In an accessible format for all families, offering language interpretation and additional accommodations if necessary.
- Which all parents and family members of participating children shall be invited and encouraged to attend;
- To inform families of their schools' participation as a Title I school; and
- To explain the requirements and the rights for parents to be involved.

Offer a flexible number of meetings and methods by which parents at our school can learn about their rights as responsibilities at a Title I school.

Provide parents of participating children with timely information about the Title I program, at the annual meeting or otherwise.

Add details below on how the school will implement the annual meetings and how they will cover the required information for parents and families.

Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, Comprehensive School Plan, and other school improvement plans, including the planning, review, and improvement of the school's family engagement program. *Add details below on how the school will implement this requirement.*

Provide families of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of District of Columbia academic standards and DCPS grade-level expectations. *Add details below on how the school will implement this requirement.*

If requested by families, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child. [Name of school] will respond to any such suggestions as soon as practicably possible. *Add details below on how the school will implement this requirement.*

Involve family members in the joint development of the school's Comprehensive School Plan, which includes the schoolwide plan and targeted assistance plan requirements under Section 1114 per ESSA, as applicable. *Add details below on how the school will implement this requirement.*

Ensure that information related to school and family engagement programs, meetings, and other activities is sent to the families of participating children in a format and to the extent practicable, in a language family members can understand. *Add details below on how the school will implement this requirement.*

Provide, to the extent practicable, opportunities for the informed participation of family members (including family members who have limited English proficiency, family members with disabilities, and family members of migratory children). *Add details below on how the school will implement this requirement.*

Involvement of and Assistance to Families on Academic Progress of Students

[Name of school] agrees to do the following to provide assistance to and involve families in working with their child on progress toward academic goals:

Provide assistance to family members in understanding:

- District of Columbia academic standards and DCPS grade-level expectations,
- DC State Assessments,
- DCPS and school-level assessments, and
- How to monitor their child's progress and work with teachers to improve academic and social emotional learning outcomes.

Add details below on how the school will implement this requirement.

Provide materials and training to help families work in partnership with the school to improve their child's learning, such as literacy training and using technology.. *Add details below on how the school will implement this requirement.*

[Name of school] will, at the beginning of the school year, notify the family of each student attending that they may request information on the professional qualifications of the student's teachers and paraprofessionals. The school will also inform families of their right to know their child's performance on the DC State Assessment (DC CAPE). [Name of school] will provide parents timely notice if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements.

Capacity Building for Educators and Families

[Name of school] agrees to do the following to build the capacity of families, teachers, school leaders and other staff at the school:

Provide teachers, specialized instructional support personnel, and other staff, with training, resources and support in the value of family partnership, and in how to reach out to, communicate with, and work with family members as equal partners, implement and coordinate family programs, and build trusting relationships between families and the school. *Add details below on how the school will implement this requirement.*

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 that encourage and support families in more fully participating in the education of their children. *Add details below on how the school will implement this requirement.*

Development of School-Parent Compact

[Name of school] will jointly develop a School-Parent Compact with families. The compact outlines how families, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the families will build and develop partnerships to help children to be successful. The compact shall:

- 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 family 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;
- Address the importance of communication between teachers and families on an ongoing basis through, at a minimum:
 - parent-teacher conferences, twice annually, during which components of the compact shall be discussed as the compact relates to supporting the individual child’s achievement;
 - frequent reports to families on their children’s progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities;
 - 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.

(Note: DCPS has developed a template for the School-Parent Compact that addresses these requirements here.)

Adoption

[Name of school]’s Title I Parent and Family Engagement Policy for SY24-25 was developed in consultation with parents and families, as evidenced by *[insert evidence here - sign in sheets, meeting notes, etc.]*.

[Signatures]

[Date]