

## **Title I Parental Involvement**

### **Title I, Part A Parent and Family Engagement**

#### **I. Implementation for Parent and Family Engagement** Federal Requirements

The Superintendent or designee shall ensure

**For districts with more than one school participating in Title I, Part A:** Complete only Section 1. Each participating school must have its own school-level parent and family engagement policy.

**For districts with a single school participating in Title I, Part A:** Complete Sections 1 and 2.  
**Steps:**

- Choose the sections that the best match your district's Title I Parental Involvement policy, plan and programs comply with, Part A profile.
- The components of the requirements of federal law, ESEA Parent and Family Engagement do not change; only the descriptions or implementation actions do.
- The Parent and Family Engagement policy (both at the district and school levels) must be reviewed annually with parents. Ensure the adoption date is within the past 12 months.
- Tailor the descriptions to accurately represent your district. Address all components clearly in your descriptions to provide sufficient context for implementation.
- If you have more than one participating Title I, Part A school, please remove Section 2.

#### **SECTION 1**

~~A.~~ The district will ~~take the following actions to involve parents in the joint development of its district-wide parental involvement plan: support effective parent and family engagement and strengthen student academic achievement through actions that support each element of the federal requirements in ESEA Section 1116 (A-F) and if applicable, Section 1116 (c)(d)(e)(f), as listed, and described below.~~

- ~~1. An annual meeting of parents of participating Title I students shall be held to explain the goals, **Jointly Developed** and purposes of the Title I program. We will hold the meeting prior to the end of the first semester at Woodland Middle School. We will hold the meeting at 8:15 am and invite all parents. The Title Coordinator will plan the meeting.~~
- ~~2. **Parent Input.** Parents and families will be given have the opportunity to participate in the development, operation, jointly develop and evaluation of the program. Parents will be invited to the meeting and participate in carousel activity that provides the feedback, provide input for the development and evaluation of the program. They will be provided information about the following: The parent involvement Title I, Part A program and policy, parent/school to home communication, intervention/extension model, curriculum/resources, technology options, assessment, and given the opportunity to provide feedback and direction for the school.~~
- ~~3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. We use surveys, personal connections during lunch and lockers and conferences. It is the school priority to connect with families on an ongoing basis.~~

~~B-A.~~ The district will ~~take the following actions to involve parents in the process of school review and improvement: and family members in:~~

- ~~1. Parents will be given the opportunity to review the School Improvement Plan. Parents will be a part of the School Improvement Plan process. They will meet the~~

~~planning team while creating the document. This happens during the first semester of school and presented to the school board and the public during the second semester. It is a living document. There is a lot of prioritizing within the process that allows parents to be an important part of the planning.~~

~~2. Parents will be encouraged to participate in the building self review. The School Improvement Plan will be available for parents to view during conferences at the parent connection table.~~

- ~~The development of 4130 Procedure, this may include establishing a parent advisory board, by communicating systems, schedules, procedures and special events.~~
- ~~The Consolidated Grant Application (CGA) Title I, Part A section by encouraging parent and family engagement, offering several equitable options in order to:~~
  - ~~Communicate academic goals and progress in multiple formats and access points~~
  - ~~Invite families to engage with the WMS learning community as well as the greater Woodland community in relevant and fun ways.~~
  - ~~Create multiple opportunities for ongoing engagement between families and school staff to gather input and make decisions together to benefit students~~
- ~~Developing school improvement plans (SIP), such as a combined SIP and Schoolwide Plan (SWP) or Targeted Assistance Protocols (TAS).~~

~~C.B. **Technical Assistance.** The district will provide the following coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities: parent and family engagement activities. This may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals by engaging families in their child's academic success through personal contacts (text, phone, email check-ins); special events (annual Lunch and Lockers event, conferences, Student/Parent Nights, award assemblies); school wide communications (social media posts, newsletters, robocalls, school wide emails, and Talking Points), and we'll elicit parent involvement and feedback through family surveys and parent information meetings.~~

- ~~1. Identify barriers to greater participation by parents in parental involvement activities;~~
- ~~2. Use findings of the evaluation to design strategies for more effective parental involvement; and~~
- ~~3. Revise, when necessary, the district and school parental involvement policies.~~

~~D.C. **Integration.** The district will coordinate and integrate parental involvement parent and family engagement strategies with similar strategies under the following other relevant federal, state, and local laws and programs: by continuing to implement parent involvement through school events, entrance meetings for all newly enrolled students to the building, and individual behavior meetings as needed.~~

- ~~Head Start;~~
- ~~Woodland Community Center Preschool;~~
- ~~Learning Assistance Program;~~
- ~~Special Education; and~~
- ~~State-operated preschool programs.~~

~~The district will facilitate removing barriers to parental involvement by activities such as:~~

- ~~1. Conducting joint parent meetings with other programs;~~
- ~~2. Holding meetings at various times of the day and evening;~~
- ~~3. Arranging for in-home conferences;~~
- ~~4. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and child care costs.~~

D. **Annual Evaluation.** The district will conduct, with ~~the~~meaningful involvement of parents ~~and family members~~, an annual evaluation of the content and effectiveness of ~~this parental involvement policy.~~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.

~~The district.~~

## **SECTION 2**

The district will support effective parent and family engagement and strengthen student academic achievement through actions that support each element of the federal requirements, as listed, and described below.

### **A. Communications.**

- The school will notify parents and family of the parent and family engagement policy in an understandable format, language the parents can understand and parent friendly through information in the form of Newsletters, a Curriculum Guide and Student Handbook, phone calls, emails, texts, and the school website.
- The school will provide parents with timely information about Title I, Part A programs by engaging families in their child's academic success through written and/or verbal communication.

### **B. Annual Title IA Meeting.**

- The school will convene an annual meeting to inform parents of the requirements of Title I and the school and family.

### **C. School-Parent Compact.**

- 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 by developing and implementing collaboration among staff, students, and families to address academic challenges, implement effective interventions, and support student achievement.

### **D. Building Capacity.**

- The school will build ~~the schools' and parent's~~ parent capacity for strong parental involvement through the following: ~~engagement by implementing strong communication systems such as:~~
  - School Newsletters
  - Phone calls and/or written communication about student absences
  - Personal phone calls by staff
  - Information sent home with students via email

~~E.~~

- ~~1. The school district will, with the assistance of its Title I, Part A schools, provide information to parents of children served by the school district or school, as appropriate. The school will help parents in understanding topics such as the following:~~

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- ~~a. The State's essential achievement levels of the challenging State academic learning requirements;~~
  - ~~b. The State standards, state and local academic assessments including and alternate assessments;~~
  - ~~c. How Title I requirements, and how to monitor their child's progress; and~~
  - ~~d. Homeroom teachers connect with families about students' progress in their classes through Skyward, which is daily. Our ELL outreach coordinator meets with families on an ongoing basis to inform parents on how to connect with teachers. Woodland Middle School teachers schedule meetings when students are struggling. Moving Forward Meetings when students have an issue. This is initiated by the principal. Student led and regular conferences are scheduled twice a year. IEP meetings are held once a year and are updated, with parents, when needed during the year. Every new student to the building meets 1:1 with the counselor, receives a tour and gets their schedule. Emails and phone calls are made to families as well. Monthly newsletters are sent home via Skyward. We use Facebook and Twitter to communicate as well.~~
  - ~~2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement by: educators.~~
    - ~~a. Giving guidance as to how parents can assist at home in the education of their child;~~
    - ~~b. Holding parent meetings at various times of the day and evening to provide parents;~~
    - ~~c. Providing opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;~~
    - ~~d. Submitting parent comments about the program to the district; and~~
    - ~~e. Providing parents with opportunities for parents to meet with the classroom and Title I, Part A teachers to discuss their child's progress.~~
  - ~~F. School district personnel including teachers, principals and other staff, will reach out to communicate with, and engage parents as equal partners. The district will provide:~~
    - ~~1. An explanation of the reasons supporting their child's selection for the program;~~
    - ~~2. A description and explanation of the school's curriculum;~~
    - ~~3. Information in the academic assessment used to measure student progress; and~~
    - ~~4. Information on the proficiency levels students are expected to meet. Each year the parents are provided a hard copy of the SBA and/or MSP that explains proficiency levels and performance. Report cards are provided quarterly. Content based newsletters are sent out by teachers regularly. This provides parents with a snapshot of what standards are being taught in the classroom. Every student is provided a Google Email which then links with a Google Account which allows the parents to look directly at their work, Google Classroom and Google Drive.~~
  - ~~G. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:~~
    - ~~1. Distribution of the Title I Family Involvement policy on an annual basis. The Policy is located on the district website, in the student handbook, and discussed with parents during an annual meeting.~~

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- ~~2. Distribution of the Title I Family Involvement policy in multiple languages or formats to the extent needed and practicable. We provide this document in Spanish for all our families.~~

## ~~H. School Based Parent Involvement~~

~~In addition to the district wide policy on family involvement, each school offering Title I, Part A services will have a separate school building parent involvement policy.~~

~~The building level Title I, Part A parent involvement policy will meet the following requirements:~~

- ~~A. Each school in the district receiving Title I, Part A funds will jointly develop with and distribute to parents of students served in the program a written building level policy, agreed upon by parents of Title I served students;~~
- ~~B. The policy will outline how parents, school staff and students share responsibility for student achievement in meeting academic standards;~~
- ~~C. Parents will be notified of the policy in an understandable and uniform format;~~
- ~~D. To the extent practicable, the policy will be provided in a language the parents can understand; and~~
- ~~E. The policy will be evaluated with parents annually.~~