



# TITLE I REQUIREMENTS FOR PARENT AND FAMILY ENGAGEMENT



**School Site Council  
Training  
2019-2020**

# OBJECTIVES

- ❖ Learn how to engage families, in ways to shift from compliance to empowering activities for families.
- ❖ Learn about Title I parent engagement requirements under the Every Student Succeeds Act (ESSA)
- ❖ Understand the required components of the Parent and Family Engagement Policy and School-Parent Compact
- ❖ Learn how to DAD/RAD - Develop (or Revise), Approve, and Distribute the PFEP and Compact

- What is the role of the SSC?



School Parent  
Compact  
Requirements



Parent and Family  
Engagement Policy  
Requirements

# Parent Involvement VS Parent Engagement

Please take a minute to list at least 5 ways your school involves you as a parent.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. Please, **circle** the activities that were teacher-led
2. Please, **box** the activities that were teacher-led with parents as co-facilitators
3. Please, **underline** the activities that were led by parent leaders with the staff supporting.

# School Title I Parent and Family Engagement Policy

Each school served under this part (LEA) **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 this section.

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 (ESSA Section 1116 [b]).

# WHAT ARE THE REQUIRED COMPONENTS OF THE PARENT AND FAMILY ENGAGEMENT POLICY (PFEP)?



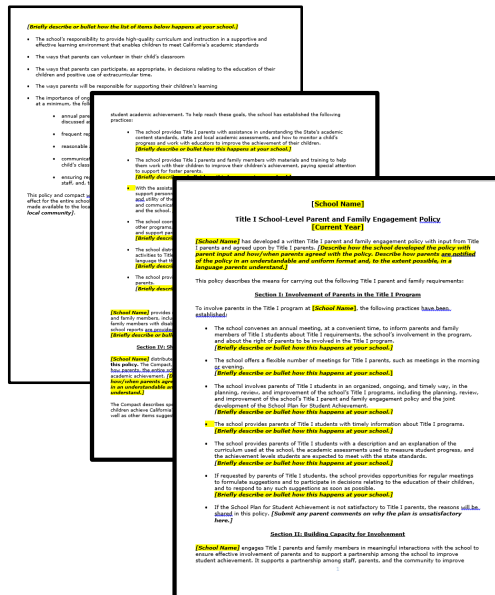
Component	Description
1. Policy Involvement	A. Provides examples of how the school will accommodate parents' needs
2. Shared Responsibilities for High Academic Achievement	B. Describes the way the school will involve parents in the Title I program and the development of the school plan
3. Building Capacity for Involvement	C. Describes how schools will broaden parents' understanding of the state standards, curricula, and programs and services
4. Accessibility	D. Outlines how parents, school staff, and students will partner in sharing the responsibility for student achievement

# REMINDERS



## Goal of Title I

The goal of Title I is to **provide extra instructional services and activities to support students identified as failing, or at risk of failing**, the state's challenging performance standards in **Mathematics, reading, writing, and science**.



## REMINDER

- ❖ For each component you will **provide a brief description** or bullet of how this happens at your school.
- ❖ In each section you will **insert school name**.
- ❖ In the header you will insert **school name** and **current school year**.



SCAN ME

<https://achieve.lausd.net/Page/10427>

# TOOLS FOR SCHOOLS



Los Angeles Unified School District  
Office of Parent and Community Services  
Professional Development Tools for Parent and Staff  
<https://achieve.lausd.net>

Step 1: Go to LAUSD Home Page



Step 2: Click on **Family**

Step 3: Select Parent and Community Services and Click



Step 4: You have arrived!



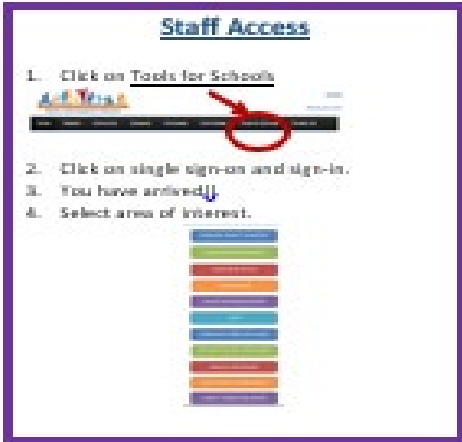
### Parent Access

Parents and Community may access items of interest by selecting web area of interest



### Staff Access

1. Click on **Tools for Schools**
2. Click on single sign-on and sign-in.
3. You have arrived!
4. Select area of interest.





LOS ANGELES UNIFIED SCHOOL DISTRICT  
PARENT AND COMMUNITY SERVICES



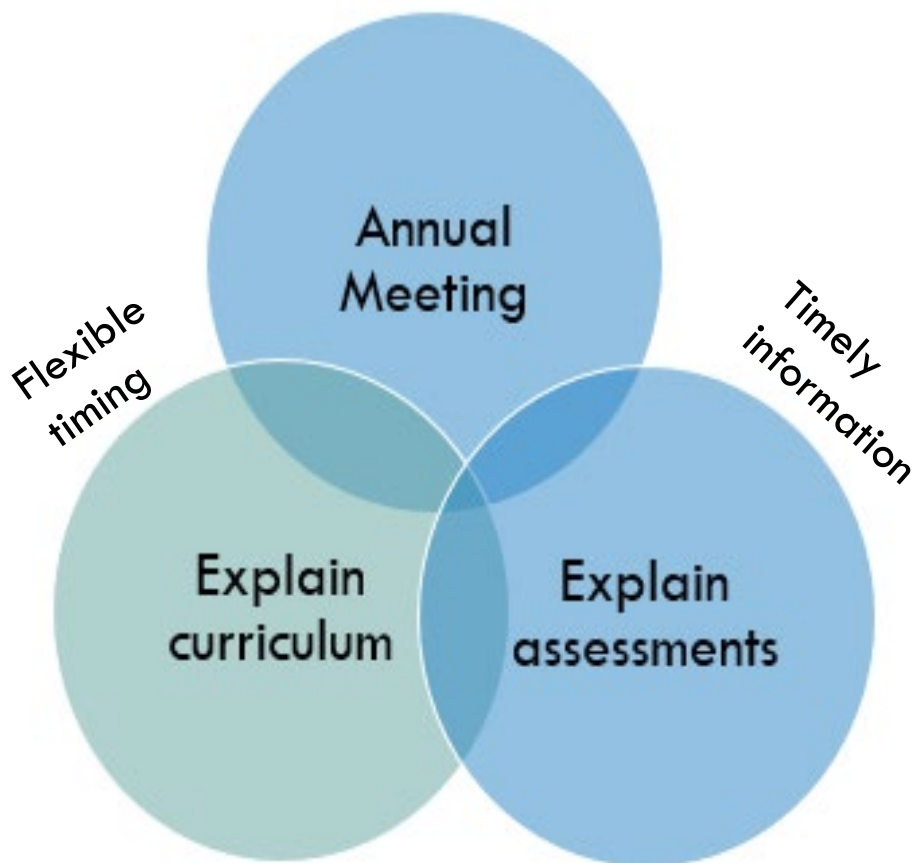
<https://achieve.lausd.net/Page/8517#calendar28405/20191007/month>

# PROVIDE EXTRA INSTRUCTIONAL SERVICES AND ACTIVITIES — ANNUAL TITLE I MEETING

Conduct an Annual Meeting for Title I parents and family members early in the school year to **inform them about** the following:

- **Parent rights** under the Title I program
- **How to become involved in improving** the school's Title I program.
- **Develop the school's Title I Parent and Family Engagement Policy**
- **Develop the school's School-Parent Compact**
- **Inform families of the School Plan for Student Achievement (SPSA)**

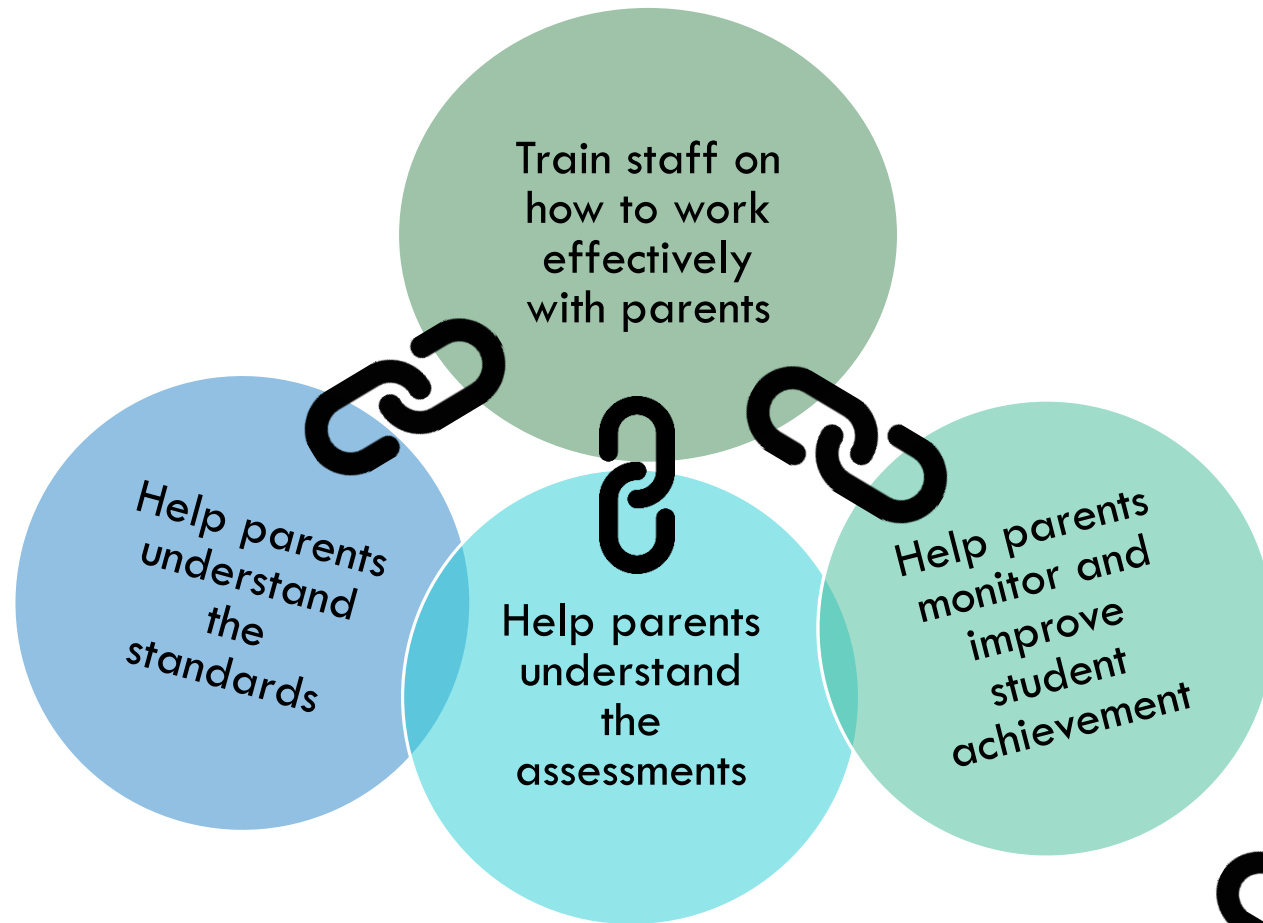
**Note: School also need to inform families of the District Title I Parent and Family Engagement Policy**



What do you see here that is related to academic achievement?

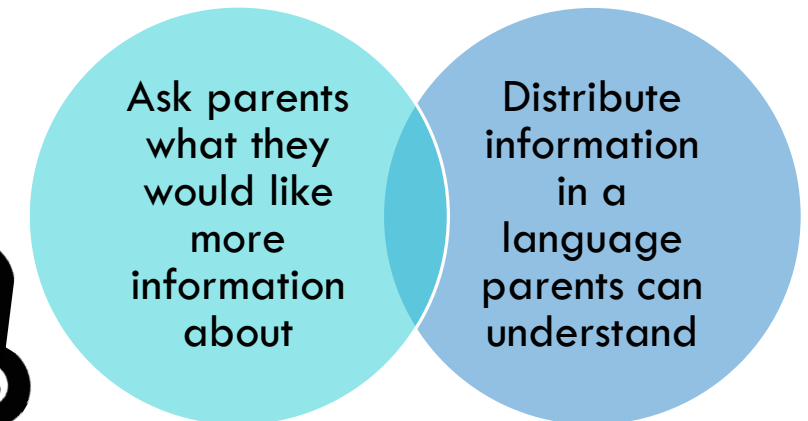
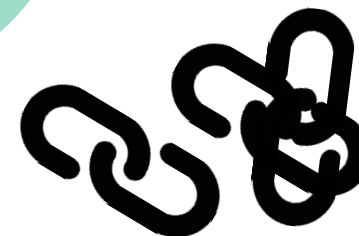


# PROVIDE EXTRA INSTRUCTIONAL SERVICES AND ACTIVITIES - BUILDING CAPACITY FOR INVOLVEMENT

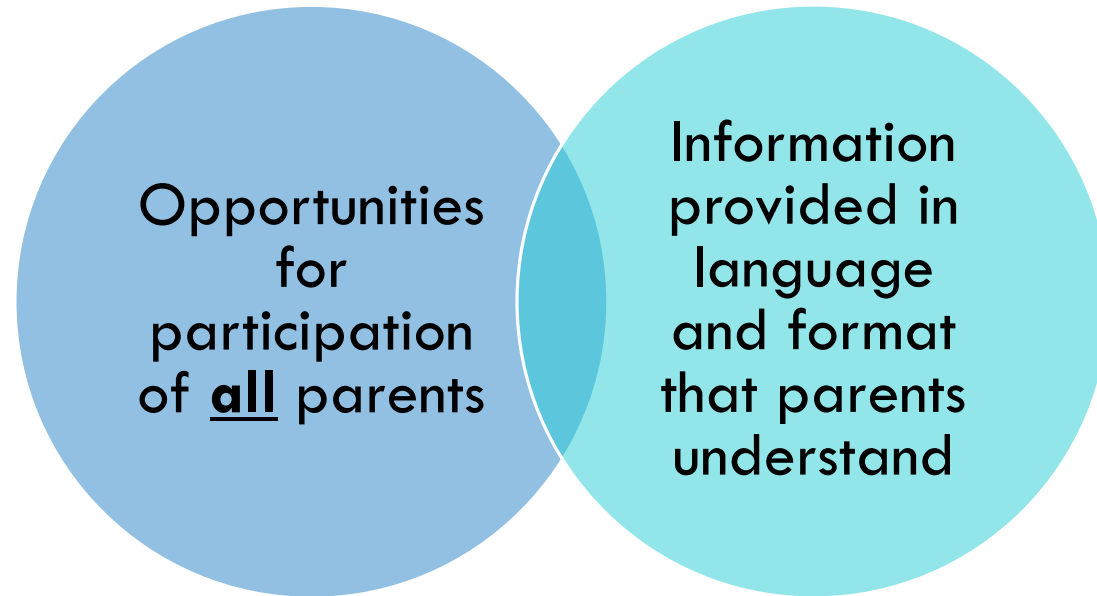


What might be some examples?

Turn to your elbow partner, share 1 or 2 personal experiences when engaging with parents and staff..



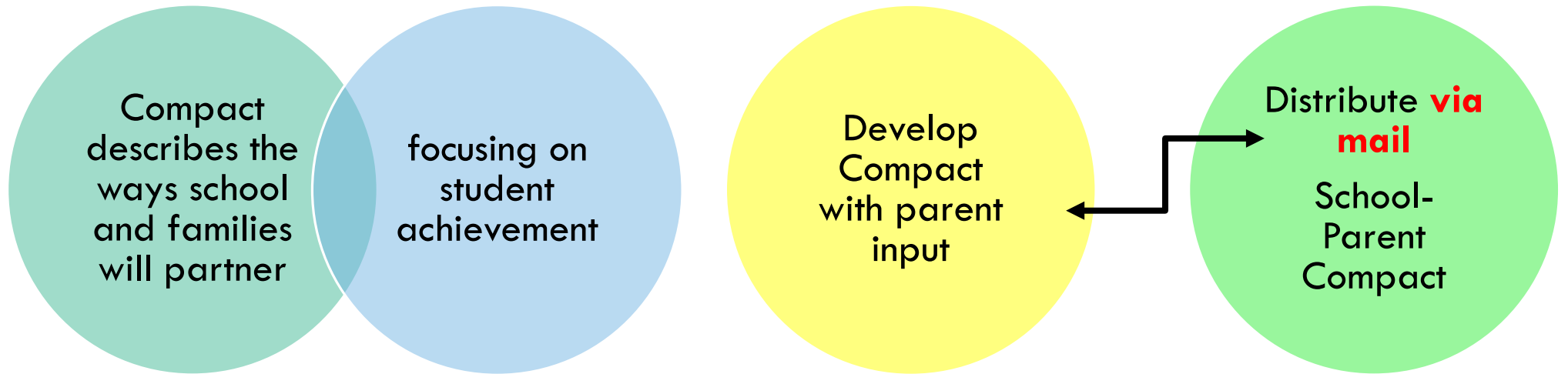
# PROVIDE EXTRA INSTRUCTIONAL SERVICES AND ACTIVITIES - ACCESSIBILITY



**With special attention to:**

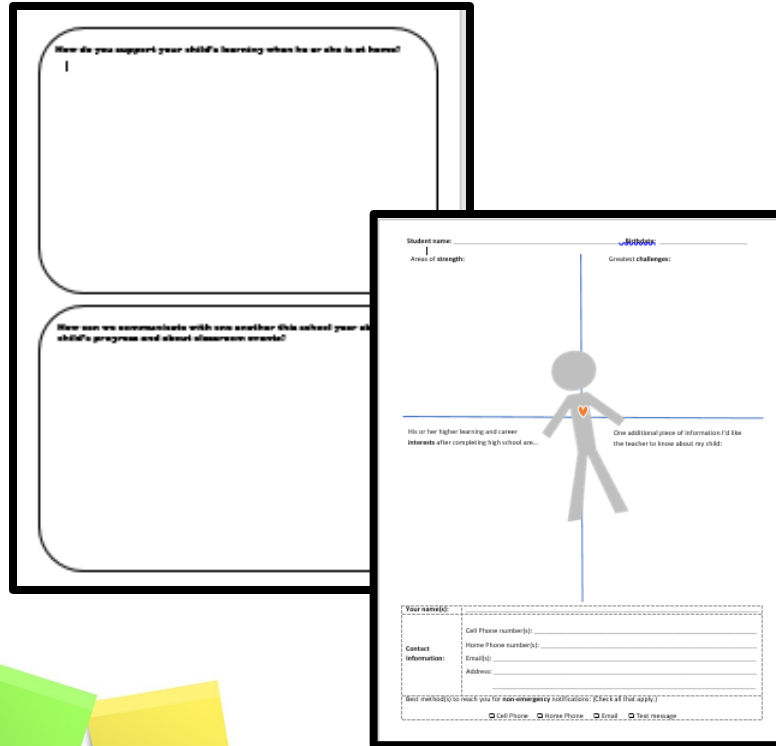
- **parents with limited English proficiency**
- **parents with disabilities**
- **parents of migratory students**

# PROVIDE EXTRA INSTRUCTIONAL SERVICES AND ACTIVITIES - SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT



School-Parent Compact: As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents 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 (ESSA Section 1116 [d]).

# ACTIVITY



How do you support your child's learning when he or she is at home?

How can we communicate with one another this school year about your child's progress and about classroom events?

Student name: \_\_\_\_\_

Area of strength: \_\_\_\_\_

Greatest challenge: \_\_\_\_\_

His or her higher learning and career interests after completing high school are... \_\_\_\_\_

One additional piece of information I'd like the teacher to know about my child: \_\_\_\_\_

Your name(s): \_\_\_\_\_

Contact information: \_\_\_\_\_

Cell Phone number(s): \_\_\_\_\_

Home Phone number(s): \_\_\_\_\_

Email(s): \_\_\_\_\_

Address: \_\_\_\_\_

Get parents to take part for emergency communication (check all that apply)

☐ Cell Phone ☐ Home Phone ☐ Email ☐ Text message

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## Title I School-Parent Compact Pilot Resources

School Professional Development on Revitalizing School-Parent Compacts [Presentation](#)

School-Parent Compact Brochure Template [English](#) [Spanish](#)

School-Parent Compact [Guide to Quality](#)

[Sample School Parent Compact](#)

### Elementary

[Sample Presentation for Back-to-School Night](#) [English](#) [Spanish](#)

[Parent Activity](#) [English](#) [Spanish](#)

[Parent Activity Poster](#) [English](#) [Spanish](#)

### Secondary

[Sample Presentation for Back-to-School Night](#) [English](#) [Spanish](#)

[Parent Activity](#) [English](#) [Spanish](#)

[Parent Activity Poster](#) [English](#) [Spanish](#)

The Connecticut Department of Education has additional [resources](#) on the School-Parent Compact.





# WHAT MUST BE IN A SCHOOL-PARENT COMPACT?

1. A description of the school's responsibility to provide **high-quality curriculum** and instruction in a **supportive and effective learning environment to meet the academic achievement standards**
2. A description of the ways in which each **parent will be responsible for supporting their children's learning**, such as:
  - monitoring attendance
  - monitoring homework completion
  - volunteering in their child's classroom
  - participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time
- 3) Address the **importance of communication between teachers and parents on an ongoing basis** through, at a minimum —
  - parent-teacher conferences
  - frequent reports to parents on their children's progress
  - reasonable access to staff
  - opportunities to volunteer and participate in their child's class
  - opportunities to observe of classroom activities



Note the focus on academic achievement.



# WHAT DOES THE COMPACT LOOK LIKE?

## School-Family Compact

### What is a School-Family Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together.

This compact was jointly developed with parents and school staff. An initial version was drafted in the Summer of 2016 and parents provided input during Back-to-School night in the Fall of 2016.

### Communication about Student Learning

The Great ES learning community strives to engage in ongoing and regular communication between families and school staff. We do this through:

- Parent-Teacher conferences in the Fall and Spring
- Report Cards, distributed three times per year
- access to staff—either by individual appointment or before and after school
- opportunities to volunteer and participate
- observation of classroom activities
- weekly Blackboard Connect calls
- Great ES Facebook Page
- at least two workshops per month, held in the Parent and Family Center
- Student agenda planner

### GOALS FOR STUDENT LEARNING AND ACHIEVEMENT

#### District

In order to be prepared for college and career success, all students will achieve proficiency on the state assessments, earning *Standard Met* or *Standard Exceeded* in English Language Arts and Mathematics.

#### School

Through schoolwide implementation of the Jane Shaffer writing method and Writer's Workshop, Great ES will increase the percentage of 4<sup>th</sup> Grade students who *Met* or *Exceeded Standards* on the Smarter Balanced Assessments in 2017. Additionally, Great ES will improve the English learner reclassification rate in Grade 4 by 3% in 2016-2017. By focusing on accountable talk and academic vocabulary in math, Great ES will increase its percentage of 4<sup>th</sup> grade students who *Met* or *Exceeded Standards* on the Smarter Balanced Assessment in 2017 by 5%, overall.

### School Mission and Vision

Great ES Griffins are the leaders of the future. Empowered with strength, intelligence and humility, they will lead with integrity.

The mission of Great ES is to culminate students who value and respect themselves and others by working hard and showing kindness.

## Great Elementary School

### SCHOOL-FAMILY COMPACT for STUDENT ACHIEVEMENT

2016–2017



## Griffins

Grade 4

Mr. Mahmud

Ms. Acosta

Ms. Panossian

### Elementary Parent-School Compact Three-Way Pledge/Three-Way Pledge

Teacher Pledge:  
I understand the importance of the school experience for every student and my role as a teacher and model. I understand the importance of ongoing communication between teachers and parents. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ☐ I will provide high quality curriculum and instruction to address the grade level standards.
- ☐ I will teach all the necessary concepts to your child before regular homework is assigned.
- ☐ I will strive to be aware of the individual needs of your child.
- ☐ I will regularly communicate with you regarding your child's progress, including conferences, report cards, and phone calls.
- ☐ I will provide a positive class atmosphere for all students.
- ☐ I will be accessible and do my best to provide opportunities for parents to volunteer and observe the educational program.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Pledge:  
I realize that my education is important to me. It helps me develop tools I need to become happy and productive person. I also understand my parent(s) want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ☐ I will become aware of the standards I need to learn and work to achieve these standards.
- ☐ I will return completed homework on time.
- ☐ I will read at least 30 minutes everyday with my parents.
- ☐ I will arrive at school on time every day unless I am ill.
- ☐ I will be responsible for my own behavior.
- ☐ I will be a cooperative learner.
- ☐ I will be a positive learner.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Pledge:  
I realize that my child's educational years are very important and I understand that my participation in my child's education will help his or her achievement and attitude. I understand the importance of ongoing communication between parents and teachers. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ☐ I will support my child's learning by becoming informed about the standards my child needs to learn.
- ☐ I will encourage my child to achieve the standards.
- ☐ I will provide a quiet place for my child to study.
- ☐ I will ensure my child completes his/her homework.
- ☐ I will ensure my child gets an adequate night's sleep.
- ☐ I will see that my child arrives at school on time everyday and attends school daily.
- ☐ I will spend at least 30 minutes per day reading with my child.
- ☐ I will attend Back to School Night, Parent conferences, and Open House.
- ☐ I will encourage my child to be positive in his/her learning.
- ☐ I will support the school's discipline policy.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

State Template found here: <http://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp>

# EVERY STUDENT SUCCEEDS ACT

## TITLE I, PART A, SECTION 1116 (B) (1)

(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)...

(c) policy involvement

(d) shared responsibilities for high student academic achievement

(e) building capacity for involvement

(f) accessibility

**D.**

**A.**

**D.**

How do schools  
engage with  
parents around the  
Policy and  
Compact? We call it  
D.A.D.

## D – DEVELOP OR R - REVISE

The school has the responsibility of developing or revising the PFEP and Compact with Title I parent input

What are some ways schools can bring Title I parents together to jointly develop or revise the PFEP and Compact?



During the Title I  
Annual Meeting

Viewing or commenting  
window over multiple  
times/days

After student  
performances

During  
Coffee with  
the Principal



# A- APPROVE

The PFEP and Compact must be *approved* by the SSC annually per LAUSD policy (MEM 6750.2).

Step 1: Place item on the School Site Council (SSC) agenda

Step 2: Process of approval during an SSC meeting:

- Motion to approve, second, discussion, vote

Step 3: Record evidence of vote in the meeting minutes

The PFEP and Compact must be *updated* periodically.

“Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school”



**Section 1116 (b) (1)**

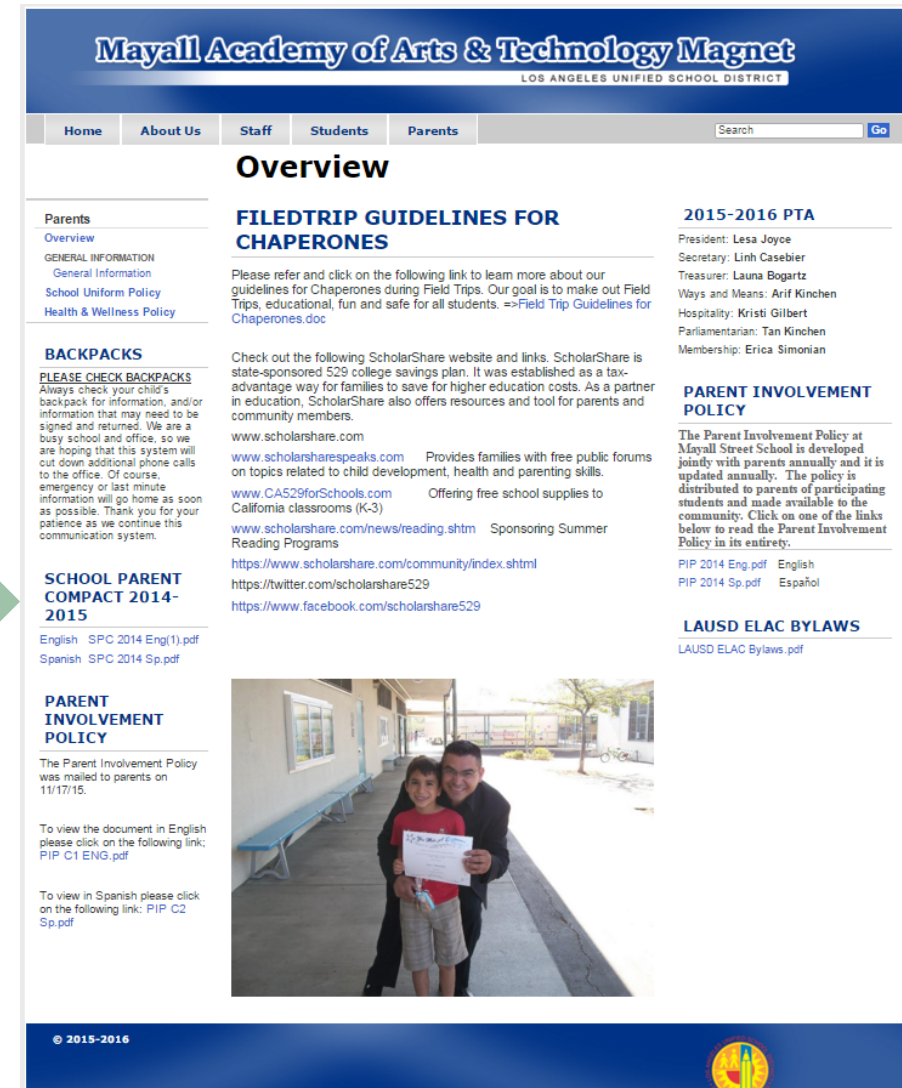
# D - DISTRIBUTE

The school has a responsibility to distribute the PFEP and Compact to all parents of Title I students.

Distribute via mail

Post an announcement of mail distribution in a newsletter or on the school's website

Example of how one school announced the distribution of its policy



# TRUE OR FALSE?

1. With the passage of the Every Student Succeeds Act of 2015, the Parent Involvement Policy is now called the Parent and Family Engagement Policy (PFEP).
2. In the PFEP, schools must describe how they build parents' knowledge and understanding of the standards and state assessments.
3. The purpose of Title I is to improve student achievement.
4. The School-Parent Compact must be signed by parents, students and school staff.
5. The School Site Council is responsible to create the PFEP and School-Parent Compact.

1. true; 2. true; 3. true; 4. false; 5. false



SCHOOL STAFF, VISIT [HTTPS://ACHIEVE.LAUSD.NET/PAGE/10427](https://achieve.lausd.net/page/10427) FOR MORE  
TITLE I TOOLS FOR SCHOOLS



Parents, visit  
<https://achieve.lausd.net/page/9651>  
for learning modules to help you  
support your child's success.