

INSTRUCTIONAL PROGRAM

Parental and Family Engagement in Title I Programs

The policies set forth in this regulation apply to parents and family members of students in Title I programs and have been established in order to implement programs, activities and procedures for the involvement of parents and families in Title I programs consistent with the Title I laws. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

Expectations for Parental and Family Engagement

It is the expectation of Lincoln Public Schools that parents and family members of participating children will have opportunities available for parental and family engagement in the programs, activities and procedures of the District's Title I program. The term "parental and 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 and family members play an integral role in assisting their child's learning; (B) that parents and family members are encouraged to be actively involved in their child's education at school; (C) that parents and family members 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) the carrying out of other activities, such as those described in this parental and family involvement policy. The District intends to meet this expectation through the following activities:

- A. Involving parents and family members in the joint development of the District's Title I plan and the processes of school review and school improvement.
- B. Providing coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental and family engagement activities to improve student academic achievement and school performance.
- C. Building the schools', parents' and family capacity for strong parental and family engagement.
- D. Coordinating and integrating parental and family engagement strategies under Title I with parental and family engagement strategies under other programs.

Conducting, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family engagement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents and family members in Title I programs, with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background, and use the

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Expectations for Parental and Family Engagement (Continued)

- findings of such evaluation to design strategies for more effective and family engagement involvement and to revise, if necessary, the parental engagement policies of the District.
- E. Involving parents and family members in the activities of the schools served under Title I.

Policy Engagement

Each school served under the Title I program shall:

- A. Convene an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation under the Title I program and to explain the requirements of the Title I program.
- B. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental and family engagement in such meetings by offering transportation, child care or home visits.
- C. Involve parents and family members, in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs.
- D. Provide parents and family members of participating children (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and (3) if requested by parents and family members, 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.
- E. If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents and family members of participating children, submit any parental or family members' comments on the plan when the school makes the plan available to the District.

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Shared Responsibilities for High Student Academic Achievement

As a component of the District's parental and family engagement policy, each school served under the Title I program shall jointly develop with parents and family members for all children served under the Title I program a school-parent compact that outlines how parents and family members, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school, parents and family members 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 Title I to meet the State's student academic achievement standards and the ways in which each parent and family member will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; 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 and family members on an ongoing basis through, at a minimum, (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (B) frequent reports to parents and family members on their children's progress; and (C) reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Building Capacity for Engagement

To ensure effective engagement of parents and family members and to support a partnership among the District, parents, family members and the community to improve student academic achievement, each school participating in the Title I program and the District (1) shall provide assistance to participating parents and family members, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I 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 and family members to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental engagement; (3) shall educate teachers, student service personnel, principals and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members and in how to reach out to, communicate with and work with parents and family members as equal partners, implement and coordinate parent programs and build ties between parents and family members and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program and

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Building Capacity for Engagement (Continued)

public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children; (5) shall ensure that information related to school, parent and family member 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 and family members can understand; (6) may involve parents and family members in the development of training for teachers, principal and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental and family member involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents and family members to enhance the engagement of other parents and family members; (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 and family members who are unable to attend such conferences at school, in order to maximize parental and family engagement and participation; (11) may adopt and implement model approaches to improving parental and family engagement; (12) may establish a district-wide parent and family advisory council to provide advice on all matters related to parental and family engagement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and (14) shall provide such other reasonable support for parental and family engagement activities under Title I as parents and family members may request.

Accessibility

In carrying out the parental and family engagement activities for this Title I Parental and Family Engagement policy, the District shall provide full opportunities for the participation of parents and family members with 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 Title I in a format and, to the extent practicable, in a language such parents understand.

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Use, Distribution and Updating of this Policy

This Title I Parental and Family Engagement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents and family members of participating children, shall be made available to the local community and shall be updated periodically to meet the changing needs of the parents and family members and the school.

Reviewed and Remains in Effect as Written:	2021-06-22
Last Revision:	2019-08-27
Original Regulation or Oldest Version:	2012-05-22
Related Policies and Regulations:	1210, 1220, 1230, 1230.1, 1235, 1235.1, 1250, 1250.1, 1430, 1430.2, 5200, 5300, 5330, 5330.1, 5330.2, 5340, 5340.1, 5340.2, 5340.3, 5350, 5350.1, 5350.2, 5360, 6350.2, 6430.5, 6430.6, 6430.7, 6430.8, 6430.9, 6440.1, 6440.2, 6440.3, 6440.4, 6443, 6450, 6500, 6522, 6530.1, 6560.1, 6570, 6570.4, 6580, 6600, 6600.1, 6600.2, 6600.3, 6601, 6601.1, 6602, 6602.1, 6610, 6610.1, 6620, 6620.1, 6621, 6621.1
Legal Reference:	Family Educational Rights and Privacy Act, Neb. Rev. Stat. §§79-530, R.R.S., et seq. 20 U.S.C. §§6318 and 7801 (32)