

# **Title I, Part A, Section 1116 Handbook Overview**

Alberto Quintero

Education Programs Professional

Office of Parental Involvement and Family Engagement

# Brief Context

The Every Student Succeeds Act (ESSA) signed into law on December 10, 2015. The ESSA includes provisions that will help to ensure success for students and schools.

- Title I, Part A is a federally funded program under the ESSA.
- The purpose of Title I under the ESSA is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
- While the ESSA has many requirements, there is a **strong focus throughout the law on parent and family engagement**, particularly as it relates to:
  - Affording parents and families substantial, authentic, and meaningful opportunities to participate in the education of their child.
  - Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.

# Reasoning Behind the Handbook

**Assist Nevada schools and districts to meet help meet federal requirements, but most importantly, implement best practice when it comes to family engagement.**

- The handbook is designed to guide Nevada school and district staff, such as Title I directors/coordinators and family engagement coordinators, through the process of developing and maintaining an effective Title I Parent and Family Engagement Program.
- The handbook explains and clarifies the parent and family engagement provisions and requirements under the ESSA, Title I, Part A, Section 1116, Section 1112(e)(3)(C), and Section 1112(e)(4).

# What is in the Handbook?

Supporting Nevada's Schools and Districts to Meet  
Federal Parent and Family Engagement Requirements

Family Engagement in the Every  
Student Succeeds Act  
Title I, Part A, Section 1116



A Comprehensive Handbook to Implementing an  
Effective Title I, Part A Parent and Family  
Engagement Program

Office of Student and School Supports  
Office of Parental Involvement and Family Engagement



*These tools are not used by the Department's monitoring team, but are optional tools for LEAs and Title I schools to examine their progress and help meet Title I, Part A, Section 1116 under the Every Student Succeeds Act.*

# Divided into Six Sections

## Section One

### Title I, Part A Overview

## Section Two

### Input

## Section Three

### Policies

## Section Four

### Compacts

## Section Five

### Building Capacity

## Section Six

### Annual Title I Parent Meeting

Nevada Department  
of Education



## Handbook Sections

This handbook is organized into five main sections to provide a comprehensive overview of Title I parent and family engagement regulations, as well as effective family engagement resources to assist schools and districts in strengthening their Title I parent and family engagement programs.

### Section One

#### Title I, Part A Overview

This section provides an overview of the strong focus that the ESSA has on parent and family engagement. Included in this section:

- Purpose of Title I
- Federal Definitions
- General SEA Responsibilities Under the ESSA
- A comparison of the Elementary and Secondary Education Act, Title I, Part A (ESEA), and the ESSA, Title I, Part A

### Section Two

#### Input

This section provides Title I schools and districts with a guide for meaningful consultation with parents and family members. Included in this section:

- Summary of Evaluation Methods
- Annual Title I Parent and Family Engagement Evaluation
- Title I Parent and Family Engagement Budget Survey Sample
- Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation

### Section Three

#### Policies

This section provides samples and templates to help schools and districts implement the required provisions of Title I parent and family engagement law, as well as enhance their parent and family engagement programs. Included in this section:

- Local Educational Agency (LEA) Parent and Family Engagement Policy Guide
- LEA Parent and Family Engagement Policy Traditional Template and Innovative Example
- School Parent and Family Engagement Policy Guide
- School Parent and Family Engagement Policy Traditional Template and Innovative Example

### Section Four

#### Compacts

This section provides Title I schools and districts with a guide of specific criteria to assist them in understanding and meeting Title I School-Parent Compact requirements. Included in this section:

- School-Parent Compact Guide
- School-Parent Compact Traditional Template and Innovative Example

### Section Five

#### Building Capacity

This section provides a crosswalk of the PTA National Standards for Family-School Partnerships and the ESSA, Title I, Part A, Section 1116(e). Also included in this section:

- A graphic of the Dual Capacity-Building Framework for Family-School Partnerships

### Section Six

#### Annual Title I Parent Meeting

This section provides templates for conducting the Annual Title I Parent Meeting to disseminate information.

# Section One

## Title I, Part A Overview

- PURPOSE OF TITLE
- FEDERAL DEFINITIONS
- GENERAL SEA RESPONSIBILITIES UNDER THE ESSA
- OFFICE OF STUDENT AND SCHOOL SUPPORTS AND THE OFFICE OF PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT
- THE EVERY STUDENT SUCCEEDS ACT, TITLE I, PART A, SECTION 1116
- THE EVERY STUDENT SUCCEEDS ACT, TITLE I, PART A, SECTION 1112

# Section Two

## Input

- SUMMARY OF EVALUATION METHODS
- ANNUAL TITLE I PARENT AND FAMILY ENGAGEMENT EVALUATION
- FOCUS GROUP FACILITATION TEMPLATE
- OPEN DISCUSSION FORUM TEMPLATE
- CHECKLIST FOR EFFECTIVE PARENT AND FAMILY ENGAGEMENT SURVEYS
- TITLE I PARENT AND FAMILY ENGAGEMENT SURVEY: ELEMENTARY SCHOOL
- TITLE I PARENT AND FAMILY ENGAGEMENT SURVEY: MIDDLE SCHOOL
- TITLE I PARENT AND FAMILY ENGAGEMENT SURVEY: HIGH SCHOOL
- TITLE I PARENT AND FAMILY ENGAGEMENT SURVEY: SCHOOL DISTRICT
- TITLE I PARENT AND FAMILY ENGAGEMENT BUDGET SURVEY EXAMPLE
- ASSESSING THE FINDINGS OF THE TITLE I PARENT AND FAMILY ENGAGEMENT EVALUATION

# Section Two

## Summary of Evaluation Methods

## Templates

### Summary of Evaluation Methods

There are three evaluation methods that can be considered by Local Educational Agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I Parent and Family Engagement Policy. Remember that using multiple methods will result in a better analysis of your Title I Parent and Family Engagement Program and Policy. Refer to the chart below for a summary of the evaluation methods to help you identify which evaluation method would be most useful and impactful for your evaluation needs. Please remember it is critical to seek feedback and input from parents who are representative of the school or district and that their feedback and input is taken into account.

Evaluation Tool	Focus Group	Surveys	Open Discussion Forum
	<b>Title I Parents and Families</b>	<b>Title I Parents and Families</b>	<b>Title I Parents and Families</b>
	Focus groups are small groups of parents and family members who come together in a confidential setting for structured evaluation to gather data on parent and family engagement policy and programs.	Surveys, which can be administered in multiple ways, are a commonly used method for collecting parent feedback in an anonymous format about parent and family engagement policy and programs.	Open Discussion Forums are similar to town hall meetings, by providing large groups of parents and families the opportunity to provide feedback on parent and family engagement policy and programs.
	Focus groups are the most time consuming because multiple meetings will need to be administered to ensure all parents and families have the opportunity to participate and provide feedback.	Surveys are easy to administer but can consume large amounts of time during the data collection process.	Open Discussion Forums are the least time consuming because they capture large amounts of parent input in a limited time period.
	(Most Time Consuming)	(Less Time Consuming)	(Least Time Consuming)
	<ul style="list-style-type: none"> <li>Allows you to observe and hear parent expressions firsthand.</li> <li>Fosters an open and safe environment that encourages parents and families to engage in discussion and interact among themselves.</li> <li>People are willing to talk longer face-to-face versus filling out a form or talking on the phone.</li> <li>Schools/Districts can implement a focus group without the need for excessive costs.</li> </ul>	<ul style="list-style-type: none"> <li>Allows parents and families to respond at their leisure rather than in a group setting.</li> <li>Commonly viewed as less intrusive and more private than other evaluation methods.</li> <li>One of the most effective ways to give all parents and families an opportunity to be part of the evaluation process.</li> <li>You will get more accurate answers to sensitive questions because it's confidential.</li> </ul>	<ul style="list-style-type: none"> <li>Cost-effective method to gain massive input when striving to evaluate the school's policy and plan in a short amount of time.</li> <li>Allows for a large audience or group of parents and families to participate.</li> <li>Multiple meetings can be held to accommodate various schedules.</li> <li>Provides the opportunity to get direct feedback.</li> </ul>
	<ul style="list-style-type: none"> <li>Limits the number of opinions at one time that could come from having a larger or wider audience.</li> <li>Group conversation may be dominated by only a few parents.</li> </ul>	<ul style="list-style-type: none"> <li>Not all parents may be able to participate due to low literacy levels.</li> <li>Requires persistence with follow-up and tracking to ensure high response rate.</li> <li>Some surveys require parents</li> </ul>	<ul style="list-style-type: none"> <li>Funding a centralized location to host a large meeting outside of the school due to uncertainty about the size of your audience.</li> <li>Leading the meeting may be difficult to facilitate and</li> </ul>

### Title I Parent and Family Engagement Survey: Middle School

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey may contain questions that are more or less suitable to address the needs of different LEAs and/or schools; therefore, it is highly encouraged that LEAs and schools review all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

Dear Parents/Guardians and Family Members,

As partners in your child's education, your input is valued. Please take a few minutes to respond to this brief parent survey. This information will be used to help evaluate and strengthen parent and family engagement within our school. All surveys may be returned to [faculty/staff member] in the [location], mailed to [school name and address], or completed online at [website].

School Environment:

- How welcome does the school staff at your child's school make you feel?
  - Not at all  Minimally  Quite a bit  A tremendous amount
- How often do you participate in school events because your child encourages you to be involved?
  - Not at all  Minimally  Quite a bit  A tremendous amount
- In the past year, how often have you visited your child's school?
  - Never  Once or twice  Every few months  Monthly  Weekly or more
- In the past year, how often did you participate in a parent and family engagement activity, event, or program at your child's school?
  - Never  Once or twice  Every few months  Monthly  Weekly or more
- In the past year, how often have you talked with the school about how they can help your child learn?
  - Never  Once or twice  Every few months  Monthly  Weekly or more
- Please check any of the following that would help you participate more often in school functions, activities, and planning events?
  - Transportation provided  Child care provided
  - Event/meeting reminders one week before the event  Meetings/activities offered more than once
  - Meetings/activities offered at various times
  - Other (Please describe):
  - Meetings/activities held in community locations other than the school
- When is the best time for you to attend a school event for parents?
  - Before school (M-F)  Evenings (M-F)  During school, before lunch (M-F)  Saturday
  - During school, after lunch (M-F)  Preferred day/time (please indicate):
- Overall, how much do you feel your child's school values parent input?
  - Not at all  Minimally  Quite a bit  A tremendous amount





# Section Three

## Policies

- LEA PARENT AND FAMILY ENGAGEMENT POLICY
- LEA PARENT AND FAMILY ENGAGEMENT POLICY: GUIDE TO POLICY
- LEA PARENT AND FAMILY ENGAGEMENT POLICY: TRADITIONAL TEMPLATE
- LEA PARENT AND FAMILY ENGAGEMENT POLICY: INNOVATIVE TEMPLATE
- SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY
- SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY: GUIDE TO POLICY
- SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY: TRADITIONAL TEMPLATE
- SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY: INNOVATIVE TEMPLATE

# Section Three

# LEA Family Engagement Policy

## Guide to Quality

## Traditional Template

### LEA Parent and Family Engagement Policy: Guide to Quality

#### Title I, Part A LEA Parent and Family Engagement Policy

School districts may use the guide below to identify the requirements for the local educational agency (LEA) parent and family engagement policy and match these requirements with the sample policy templates provided by the Nevada Department of Education. Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each LEA 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. Districts are encouraged to use this guide and the sample templates, in meaningful consultation with parents, to develop a LEA parent and family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement for the district. The *LEA Parent and Family Engagement Policy Innovative Template* is labeled to demonstrate how each component of the templates aligns with the LEA parent and family engagement policy requirements in ESSA.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
Jointly Developed	<b>1.A</b> 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 and family engagement policy.
Jointly Developed	<b>1.B</b> Describe how parents and family members will be involved in the development of the LEA 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 LEA Parent and Family Engagement Policy by providing several attempts and ways for parents to provide feedback.
Parent Input	<b>2.A</b> Describe how parents and family members will be involved in the development of the local agency plan and the development of support and improvement plans.	1116(a)(2)(A)	• List the specific opportunities that exist for parents to provide input and feedback on the plan.
Parent Input	<b>2.B</b> Describe how parents and family members will be involved in developing school improvement plans.	1116(a)(2)(A)	• Utilize parent leaders to co-facilitate a schoolwide plan meeting.
Parent Input	<b>2.C</b> Describe how parents and family members will be involved in the decisions regarding how parent and family engagement funds are allotted.	1116(a)(3)(B)	• Provide various times, ways, and places for parents to provide input on the parent and family engagement budget.
Technical Assistance	<b>3</b> Describe how the LEA 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 compact.
Reservation of Funds	<b>4.B</b> Describe how the LEA 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.

### LEA Parent and Family Engagement Policy: Traditional Template

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

INSERT YOUR  
DISTRICT LOGO  
HERE

Local Educational Agency (LEA)/District Level  
Parent and Family Engagement Policy/Plan  
[Insert District Name]  
[School Year XXXX – XXXX]  
[Insert Revision Date MM/DD/YYYY]

In support of strengthening student academic achievement, [Insert 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 LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Nevada Department of Education.

The [Insert 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 program. 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 parents 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 parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents 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.

# Section Three

# LEA Family Engagement Policy

## Innovative Example

### LEA Parent and Family Engagement Policy Innovative Example

#### 7 Achieve County School District Parent and Family Engagement Policy

2019-2020  
Revised June 14, 2019  
555 Main Street  
Yountville, CA 94545  
achievecountyschools.org  
(707) 456-7890



#### 9 What is Family Engagement?

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 Every Student Succeeds Act (ESSA).

#### About the Parent and Family Engagement Policy

**1A** In support of strengthening student academic achievement, the Achieve County School District (ACSD) 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 ACSD'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 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. The ACSD will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact

**1B**

#### 1 Jointly Developed

During the annual State of the District meeting in May 2019, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2019-2020 school year. The district sent an email to all parents informing them about this meeting and posted an announcement on the school district website.

**2A** During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), the Comprehensive Support and Improvement School's Plan, and the Targeted Support and Improvement School's 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 2018-2019 school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents 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 2019 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, disseminate it during the annual Title I school meetings in the fall, and email the link to all parents in a forecast and language they can understand.

#### 3 Strengthening Our School

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

The ACSD will reserve 1 percent from the total amount of Title I funds it receives in 2019-2020 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the ACSD 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.

**2C** Each Title I school hosted an annual School Improvement Forum in May for parents to provide suggestions on how these family engagement funds could be used in the upcoming year at the district and school level. Comment cards and minutes from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the FEC in the district office.



# Section Three

# School Family Engagement Policy

## Guide to Quality

## Traditional Template

### School Parent and Family Engagement Policy: Guide to Quality

#### Title I, Part A School Parent and Family Engagement Policy

Schools may use the guide below to identify the requirements for the school parent and family engagement policy and match these requirements with the sample policy templates provided by the Nevada Department of Education. 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. Schools are encouraged to use this guide and the sample templates, in meaningful consultation with parents, to develop a school parent and family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement for the district. The *School Parent and Family Engagement Policy Innovative Template* is labeled to demonstrate how each component of the templates aligns with the school parent and family engagement policy requirements in ESSA.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
Jointly Developed	1.A 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 school and family engagement policy.
Jointly Developed	1.B 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 parents have the opportunity to provide input on the school parent and family engagement policy by providing several attempts and ways for parents to provide feedback.
Parent Input	2.A Describe how parents 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 parents to provide feedback and suggestions.
Parent Input	2.B Describe how the school will provide parents 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.
Parent Input	2.C Describe how parents will be involved in the development of the schoolwide plan.	1116(c)(3)	• List the specific opportunities that exist for parents to provide input on the schoolwide plan.
Annual Title I Meeting	3. Describe how the school will notify parents and family of the parent and family engagement policy in an understandable format.	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	4.A Describe how the school will notify parents and family of the parent and family engagement policy in an understandable format.	1116(b)(1)(A)	• Ensure that necessary information is received by parents and family members by providing updates in multiple ways.

### School Parent and Family Engagement Plan/Policy Traditional Template

**NOTE TO SCHOOLS:** Schools, in meaningful consultation with parents, may use the sample template below as a framework for the information to be included in their school parent and family engagement plan/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 plan/policy. Schools, in meaningful consultation with parents, are encouraged to include other relevant and agreed upon activities and actions, as well, that will support effective parent and family engagement and strengthen student academic achievement.

INSERT YOUR  
DISTRICT LOGO  
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, [Insert 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 local educational agency (LEA).

[Insert school name] agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, 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 schoolwide program 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 parents and the school, distribute it to the parents 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 parents with limited English proficiency; parents with disabilities; and parents 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 parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA 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.
- 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:
  - o Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) Parents play an integral role in assisting their child's learning
    - (B) Parents are encouraged to be actively involved in their child's education at school

# Section Three

## School Family Engagement Policy

### Innovative Example

**Oak Elementary School**  
Parent and Family Engagement Policy and Plan for Shared Student Success

6


*2018–2019 School Year*

Oak Elementary School  
Dr. John Smiley, Principal  
123 Tree Street  
(123) 456-7890  
[www.sampleschoolwebsite.com](http://www.sampleschoolwebsite.com)

Plan Revised May 31, 2018

**What is Title I?** 1A

Oak Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement policy.



**School Plan for Shared Student Achievement**

1A

**What is it?**

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

**How is it revised?**

Oak Elementary School invited all parents to attend our annual School Forum last spring to review and revise this parent and family engagement policy, as well as the schoolwide plan, our school-parent compact, and the family engagement budget. Additionally, parent 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 parents to view and submit feedback throughout the year. All parent 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 parents for their suggestions on the plan and the use of funds for family engagement. Parents and family members can also give feedback during several parent meetings and activities during the school year including our annual Community Cares event.

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

**Where is it available?**

At the beginning of the year, the plan is included in the student handbook that is given to all students. As a reminder, we will email the plan to all parents in August before the scheduled Open House event. The plan will also be posted on the school website and social media. Parents can also retrieve a copy of the plan in the Parent Resource Center.

**2018–19 District Goals**

All schools in the district will score in the 90th percentile or above as measured by the College and Career Readiness Performance Index (CCRPI).

7A

**2018–19 School Goals**

On the 2018 CCRPI report, increase the CCRPI performance indicator in reading and mathematics by 5 percent.

*The focus for reading is:*  
K–1: Beginning sounds and sight words  
K–4: Vocabulary development

*The focus for math is:*  
K–6: Place value and estimation

**Let's Get Together!** 4C

Oak Elementary will host the following events to build the capacity for strong family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. All meetings for parents and family members will be held twice during the day in the morning before school and in the evening at 7:00 pm.

Annual Title I Meeting – September 5, 2017 & September 6, 2018

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, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.

Open House – September 13, 2018

Meet your child's teacher and our friendly and helpful school staff for the year.

New Parent Breakfast – September 14, 2018

Learn helpful information to prepare for the school year.

Parent Math Night – October 10, 2018

Learn how to make math fun at home.

Kindergarten Coffee House – November 8, 2018

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

Parent-Teacher and Student Conferences – October 4, 2018 & February 15, 2019

Scheduled updates on your child's progress.

Taste of Curriculum Night – October 19, 2018

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

Technology Talk – January 17, 2019

Catch up with the latest resources to help support your child's learning.

Lunch n' Learn – Monthly

Gain knowledge about topics relevant to your child's education.

Community Cares Fair – March 15, 2019

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

Parent Appreciation – April 4, 2019

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

School Forum – May 2, 2019

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.

**School-Parent Compacts** 5

As part of this plan, Oak Elementary and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers during the Community Cares event and the School Forum. The school-parent compacts also are shared with parents during parent-teacher conferences and kept with each child's teacher if parents need another copy.





Nevada Department of Education

*Nevada Ready!*

13

# Section Four

## Compacts

- SCHOOL-PARENT COMPACTS
- SCHOOL-PARENT COMPACT: GUIDE TO QUALITY
- SCHOOL-PARENT COMPACT: TRADITIONAL  
TEMPALTE
- SCHOOL-PARENT COMPACT: INNOVATIVE TEMPLATE
- SCHOOL-PARENT COMPACT: INNOVATIVE TEMPLATE  
SAMPLE

# Section Four Compacts

## Guide to Quality

## Traditional Template

### School-Parent Compact: Guide to Quality

#### Title I, Part A School-Parent Compact

Schools may use this guide to identify and match the requirements for their school-parent compact with the sample school-parent compacts provided by the Nevada Department of Education. As a component of the school-level parent and family engagement policy, each school receiving Title I funds must develop with parents and family members of participating children a school-parent compact. Therefore, schools are encouraged to use this guide with the samples, in meaningful consultation with parents, to develop a school-parent compact that will outline the shared responsibility of the teacher/school, parents, and students to improve student academic achievement. For example, this can be done at the school's first Title I meeting as a lesson activity. The *School-Parent Compact Innovative Template* is labeled to demonstrate how each component of the templates aligns with the school parent and family engagement policy requirements in ESSA.

	Does the school-parent compact*:	Section of Title I Law	Suggestion to make the policy more effective:
The Teacher/ School's Role	1.1.a Clearly state the district and school academic achievement goals. Identify one or two school goals of highest academic need and an aligned fundamental academic focus area.	1116(d)	<ul style="list-style-type: none"> <li>Link actions in the compact to goals in the school improvement plan.</li> <li>Use academic achievement data to set specific goals.</li> <li>Have teachers identify the most fundamental academic focus area(s) that will impact the identified goals.</li> </ul>
The Teacher/ School's Role	1.1.b Describe ways the teacher/school will provide parents with strategies/activities aligned to the school goals to assist their child with the high-quality curriculum and instruction.	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> <li>Describe how teachers will communicate to parents, information designed to help them understand what their children are learning and doing in class.</li> <li>Specify what evidence-based strategies/activities the teachers/school will provide to families to support at home learning.</li> </ul>
The Teacher/ School's Role	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is a best practice and not required.	<ul style="list-style-type: none"> <li>Include high-impact actions for each grade level, designed by grade-level teams with parents.</li> </ul>
The Parent's Role	2. Describe specific tasks parents will be responsible for to support their children's learning that are aligned to the school goals.	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> <li>Connect home learning activities and strategies for students to what they are learning in class.</li> </ul>
The Parent's Role	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is a best practice and not required.	<ul style="list-style-type: none"> <li>Include high impact actions for each grade level, designed by grade-level teams with parent, after asking students for input.</li> </ul>

### School-Parent Compact: Traditional Template

*Note to Schools:* Schools may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools are not required to follow this sample template or framework, but if they include all of the bolded items listed below, they will have incorporated all of the information required by Section 1116(d) to be included in the School-Parent Compact. Please remember however, that school-parent compacts should be uniquely tailored to each school. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parent and family engagement and strengthen student academic achievement.

**INSERT YOUR  
DISTRICT LOGO  
HERE**

School-Parent Compact  
[Insert School Name]  
[School Year XXXX – XXXX]  
[Insert Revision Date MM/DD/YYYY]

Dear Parent/Guardian,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

#### JOINTLY DEVELOPED

*(Describe in family-friendly language how parents are involved in developing and revising the compact.)*

*For example: The parents, students, and staff of [Insert School Name] partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held [specify time of year] each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.*

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

#### [INSERT SCHOOL DISTRICT'S NAME] GOALS:

*Describe in family-friendly language what your school district's overall goals are in core content areas (ELA, Math, Science, Social Studies). District goals are the same for all Title I school-parent compacts in the district.*

#### [INSERT SCHOOL'S NAME] GOALS:

*(Describe in family-friendly language what your school's most critical goals are in core content areas as identified in the School Improvement Plan. It is recommended that a targeted, foundational grade-level skill to support academic achievement goals be included.)*



# Section Four

# Compacts

## Innovative Example

### What is a School - Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

#### Effective compacts:

- Link to academic achievement goals
  - Focus on student learning
  - Share strategies that staff, parents, and students can use
  - Explain how parents and teachers can communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom.

### Jointly Developed

Parents, students, and staff work together and jointly develop the school-parent compact. Teachers assist with their expertise as parents to design practical strategies for parents to use at home. Parents provide valuable feedback on their needs to help students. Students completed comment cards to add ideas for compact. Meetings are held each year to review and revise the compact. Meetings are held each year to review and revise the compact based on the school's academic achievement goals and students' needs.

Parents are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with parents. Please call 702-656-6789 or visit our website, [www.schoolwebzinc.org](http://www.schoolwebzinc.org), for more information on the school-parent compact.



Nevada Department of Education



### Building Partnerships

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and your student through some of the following events and programs:

- Parent/Classroom Observation Days—2nd Friday each month
- Parent Teacher Interview Program
- Family Engagement Day—November 16, 2018
- Parent Tutor and Volunteer Program

### Communication About Student Learning

Award County Middle School offers ongoing events and programs to provide parents and students with access to our staff:

- Full and Spring Open House
- Parent-teacher conferences every nine weeks to discuss your child's progress and review the progress of the school-parent compact
- Teacher Websites/Log
- Parent Resource Center—(84.F.9.06) (a.m.—4:00 p.m.)
- Grade Level Curriculum Night/Podack Districts

## Award County Middle School

2018-2019  
SCHOOL-PARENT  
COMPACT

Revised July 1, 2018

123-456-6787  
[www.schoolwebzinc.org](http://www.schoolwebzinc.org)  
E-mail: [school@awardmiddle.org](mailto:school@awardmiddle.org)



### Academic Achievement Goals

#### District Goals

The Award County School District will increase the percentage of the students scoring at the Developmental/Level level or above in mathematics on the Georgia Milestones End-of-Grade (EOG) Assessment.

#### School Goals

Award County Middle School will increase the percentage of students scoring at the Developing/Level level or above in math by five percentage points as measured by the spring 2018 Georgia Milestones End-of-Grade (EOG) Assessment.

### Area of Emphasis

6th Grade Focus: Use concepts of ratio and rate to solve problems

7th Grade Focus: Use proportional relationships to solve multi-step ratio problems

8th Grade Focus: Compare two different proportional relationships represented in different ways



### As a school, we will.

- Develop homework assignments that allow parent participation as well as provide occasions for parents to send feedback to the teacher about the assignment.
- Conduct and post online monthly math seminars for students and parents to review lessons at school or online.
- Give parents a small packet with instructions for solving real-world problems involving rates and proportional relationships to solve with their students every six weeks.
- Post new ratio problems and explanations on the school website every week for students and parents and ensure the packet is completed every six weeks.

### As parents, we will.

- Use the interactive homework assignments to review problems that my student was unable to solve and send feedback to the teacher in the space provided.
- Attend or download online the monthly math seminars with my child to learn what is being taught in class.
- Review the math packets to work with my student on solving real-world problems.
- Visit the school website and other recommended web sites with my student to learn new math and science facts and problems with my student.

### As students, we will.

- Complete the homework assignments with my parents and mark the math and science problems that I do not understand to review with my teachers.
- Attend/download math seminars to receive extra assistance with math problems that I need help solving.
- Finish the math packet every six weeks at home including creating my own linear equations using variables that I choose.
- Use the Web sites my teachers share with me to complete science and math packets at home and online.

### MY GOALS

My own personal goal for MATH is:

My own personal goal for SCIENCE is:

My TEACHER can help me reach my goal by:

My FAMILY can help me reach my goal by:



# Section Five

## Building Capacity

- THE DUAL CAPACITY-BUILDING FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS
- BUILDING CAPACITY FOR INVOLVEMENT
- PARENT TEACHER ASSOCIATION NATIONAL STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS
- BUILDING CAPACITY: A CROSSWALK FOR PARENT AND FAMILY ENGAGEMENT

# Section Five

# Building Capacity

## In The ESSA

### Building Capacity for Involvement

Title I, Part A, Section 1116(e) of the Every Student Succeeds Act describes the six “shall” stated in the law under *Building Capacity for Involvement*. These are requirements that every school and school district receiving Title I, Part A funding must adhere to. The law provides eight additional “may” (that are not required, but are allowable and encouraged) to ensure meaningful capacity building of parents, family members, and school staff. State educational agencies have the option of making these eight “may” requirements for their schools and school districts. Though the Nevada Department of Education is not requiring those eight components right now, they may become requirements in the future and the Department will clearly communicate that out to schools and school districts. 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 receiving Title I, Part A funding—

- (1) SHALL *provide assistance* to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as 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;
- (14) SHALL *provide* such other *reasonable support* for parental involvement activities under this section as parents may request.

The National PTA Standards for Family-School Partnerships, which the Nevada State Board of Education adopted in 2015 as Nevada’s Parental Involvement and Family Engagement Policy, provides an additional effective framework for carrying out the six *SHALLS*, the eight *MAYS* under the law, and a school or district’s Title I parent and family engagement policy/program. Therefore, the “shall” are the activities to implement and the Standards for Family-School Partnerships are the guiding principles to help ensure effective parent and family engagement policy and plans.

## Crosswalk: Dual Capacity-Building Framework and PTA National Standards for Family-School Partnerships

### Building Capacity: A Crosswalk for Parent and Family Engagement

The National PTA Standards for Family-School Partnerships provide strategies for Title I schools to build parent capacity as required by the Every Student Succeeds Act (ESSA). The *Crosswalk for Parent and Family Engagement* tool puts this work in a context that is easy to understand and family-friendly language in order to assist schools, parents, and communities in understanding the law by aligning the PTA Standards with the six “shall” and eight “may” stated in the law.

<i>Title I Parental Involvement – Section 1116(e) 14 Activities to Build Capacity for Parent and Family Engagement</i>	<i>PTA National Standards for Family-School Partnerships</i>
<b>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 –</b>	<b>FAMILY-SCHOOL PARTNERSHIPS – Framework for how and what parents, schools, and communities can do together to support student success.</b>
(1) SHALL provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as 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;	<b>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</b>
(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.	<b>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</b>
(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;	<b>Standard 1: Welcoming All Families Into the School Community – Families are active participants in the life of the school, and feel welcomed, and connected to each other, to school staff and to what students are learning and doing in class.</b>
(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.	<b>Standard 2: Communicating Effectively – Families and school staff engage in regular, two-way and meaningful communication about student learning.</b>
(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;	<b>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</b>
	<b>Standard 2: Communicating Effectively – Families and school staff engage in regular, two-way and meaningful communication about student learning.</b>



# Section Six

## Annual Title I Parent Meeting

- ANNUAL TITLE I PARENT MEETING
- ANNUAL TITLE I PARENT MEETING: TRADITIONAL TEMPLATE
- ANNUAL TITLE I PARENT MEETING: TRADITIONAL MEETING SAMPLE
- ANNUAL TITLE I PARENT MEETING: FACILITATED DISCUSSION FORMAT
- ANNUAL TITLE I PARENT MEETING: FACILITATED DISCUSSION MEETING SAMPLE

# Section Six

## Annual Title I Parent Meeting

### Annual Title I Parent Meeting in the ESSA

#### Annual Title I Parent Meeting

Each school that receives Title I funds must convene an annual parent meeting to inform participating parents about the school's Title I program and their rights to be involved. This meeting should be held in a timely manner at the beginning of the school year and should be a meeting to inform only and not seek formal input for the current year's parent and family engagement policies, school-parent compacts, or parent and family engagement budget [ESSA, Section 1116(c)(1)].

Additionally, under ESSA, Section 1116(c)(1), each Title I school shall involve parents in an organized, ongoing, and timely way with the planning, review, and improvement of programs. This includes planning, review, improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, except if a school already has in-place a process for involving parents in the joint planning and design of the school's programs, if such process includes an adequate representation of parents of participating children.

Lastly, parents should be provided:

- timely information about Title I programs;
- a description and explanation of 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
- 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 suggestions as soon as practicably possible.

\*If the schoolwide Title I program is not satisfactory to parents, the school shall submit any parent comments on the plan to the district.

To assist schools in their planning and facilitation of the annual Title I parent meeting, the Nevada Department of Education offers examples of two different meeting formats that schools can utilize. Schools can use these sample agendas and meeting handouts to review the required components of the annual Title I parent meeting.

*Annual Title I Parent Meeting: Traditional Format*

*Annual Title I Parent Meeting: Traditional Meeting Sample*

*Annual Title I Parent Meeting: Facilitated Discussion Format*

*Annual Title I Parent Meeting: Facilitated Discussion Meeting Example*

You may want to do more than the law requires for this meeting to increase parent attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and parents (by showing off a school project, incorporating student entertainment or a student-parent activity, highlighting community partners, etc.) Such activities should be held before or after the Annual Title I Meeting presentation. It is crucial that this meeting have as its central focus and be advertised and conducted as the Title I Annual Parent Meeting.

**Please Note:** A district must retain a copy of their Annual Title I Parent Meeting agenda, sign-in sheet, minutes/notes, and meeting materials (i.e. handouts, presentations) for Department monitoring purposes.

### Resource for Different Meeting Formats

#### Annual Title I Parent Meeting: Traditional Format

Length of the workshop: 1.5 hours\*

##### WHAT YOU WILL NEED:

- Chart paper
- Chart markers
- 1 large group facilitator
- Time keeper
- Other key staff as needed
- Screen/projector/computer for presentation slides or visuals
- Evaluation
- Light refreshments/child care/transportation (optional)

##### GUIDE:

Follow the suggested agenda on the back of this page allowing time for welcoming comments as well as questions, and sharing of contact information at the end. It is suggested to spend about 20 minutes on agenda items 1–6, about 10 minutes on agenda item 7, about 10 minutes on agenda items 8–9, about 15 minutes on agenda item 9, about 5 minutes on agenda 10–11, and about 15 minutes on agenda items 12–13.

##### Facilitator Tip:

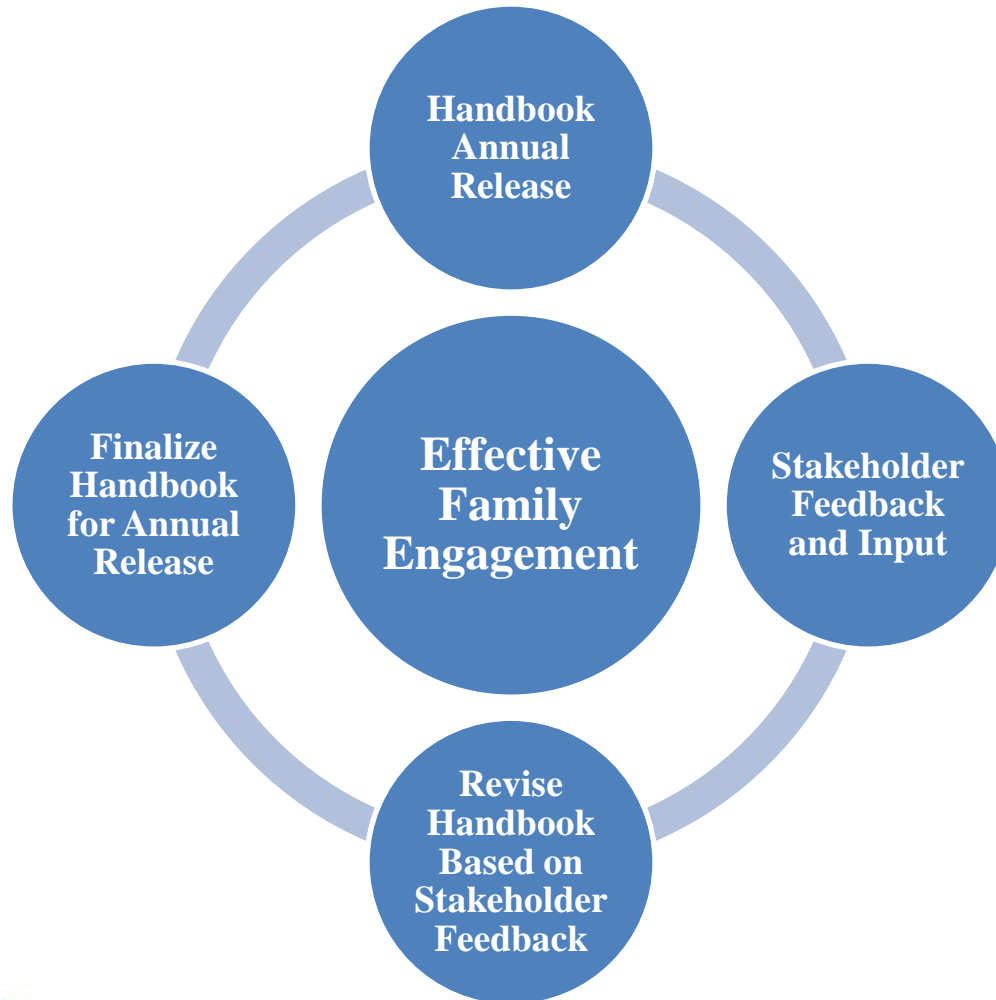
To make the delivery of information more interesting, include parents and students as speakers or facilitators. Also, look for ways to provide opportunities for two-way communication, so the meeting does not appear just as a school lecture. Utilize technology resources such as video and audio to engage attendees, as appropriate. Hold the meeting in a central location within the school attendance zone to help with parent attendance.

##### Final Note:

You may want to do more than the law requires for this meeting to increase parent attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and parents (by showing off a school project, incorporating student entertainment or a student-parent activity, highlighting community partners, etc.) However, it is crucial that this meeting have as its central focus and be advertised as the Annual Title I Parent Meeting. Furthermore, the Annual Title I Parent Meeting may be conducted before or after a school event, but not embedded within the event in which parents were not aware that the purpose of the Annual Parent Meeting was to learn about the Title I program.

*\*1.5 hours allows time on the front and back end of the meeting for parents to mingle, ask questions and feel comfortable in the meeting environment. It should only take about 1–1.25 hours to deliver the content, but it is crucial for parents to feel a part of the school so do not rush the information or fail to take questions.*

# Plan Moving Forward



# Feedback + Comments



# Questions for the Title I CoP

- When should the annual release date be for the Handbook?
- Would the Title I CoP be open to being the public body that provides feedback on the handbook on an ongoing basis?
- Would the Title CoP recommend a district's family engagement policy for the Advisory Council for Family Engagement to review and provide feedback?

[Pursuant to [NRS 385.620](#), the Council shall review the policy of parental involvement and family engagement adopted by the board of trustees of each school district]

Nevada Department  
of Education



# Thank you

## **Gabby Lamarre**

Director, Title I

Office of Student and School Supports

(702) 668-4309

[glamarre@doe.nv.gov](mailto:glamarre@doe.nv.gov)

## **Kristina Côté**

Education Programs Professional

Office of Student and School Supports

(775) 687-9185

[kcote@doe.nv.gov](mailto:kcote@doe.nv.gov)

## **Rhonda Hutchins**

Education Programs Professional

Office of Student and School Supports

(702) 486-6468

[rhutchins@doe.nv.gov](mailto:rhutchins@doe.nv.gov)

## **Alberto Quintero**

Education Programs Professional

Office of Parental Involvement and Family

Engagement

(702) 668-4334

[albertoquintero@doe.nv.gov](mailto:albertoquintero@doe.nv.gov)