



Jefferson County Public Schools

Title I Parent and Family Engagement

Local School Guide 2018-19



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Contents

Table of Contents

Local School Guide	1
District Policy—Title I Parent and Family Engagement	1
<i>Title I Parent and Family Engagement District Policy (cont.)</i>	<i>2</i>
<i>Title I Parent and Family Engagement District Policy (cont.)</i>	<i>3</i>
School Requirements.....	4
<i>Title I Parent and Family Engagement Requirements.....</i>	<i>4</i>
<i>How Your School Will Be Monitored</i>	<i>5</i>
<i>How Your School Will Be Monitored (cont.)</i>	<i>6</i>
<i>How Your School Will Be Monitored (cont.)</i>	<i>7</i>
<i>How Your School Will Be Monitored (cont.)</i>	<i>8</i>
Compliance Resources.....	9
<i>Title I Parent and Family Engagement Compliance Checklist.....</i>	<i>9</i>
<i>Effective School Parent and Family Engagement Policy Checklist</i>	<i>11</i>
<i>Title I, Part A: Parent and Family Engagement Policy Reminders.....</i>	<i>13</i>
<i>Sample Parent and Family Engagement Policy ABC Elementary</i>	<i>14</i>
<i>Sample School-Parent Compact.....</i>	<i>17</i>
<i>Effective School-Family Compact Checklist</i>	<i>18</i>
Annual Meeting Requirements	20
<i>Annual Meeting Talking Points.....</i>	<i>21</i>
<i>Parent Feedback Form—Annual Meeting Resource.....</i>	<i>23</i>
<i>Parent’s Right to Know—NCLB Parent Notification.....</i>	<i>25</i>
<i>Parent’s Right to Know—NCLB Parent Notification (cont.)</i>	<i>26</i>
School Committee: Family Engagement Team.....	27
Capacity Building: School Family Engagement Leads	28
Capacity Building: Parent Advisory Council.....	29
<i>Title I Parent Advisory Council Mission</i>	<i>29</i>
<i>Title I Parent Advisory Council Representative</i>	<i>30</i>
<i>JCPS Parent Advisory Council Representative Form</i>	<i>31</i>

<i>Parent Advisory Council Meeting Dates</i>	<i>32</i>
Parent Outreach Resources	33
<i>Organized Plan for Increasing Parent and Family Engagement</i>	<i>33</i>
<i>Suggested Topics for Workshops, Meetings, and Activities for Title I Parent and Family Engagement.....</i>	<i>34</i>
Purchasing Guidelines—Parent and Family Engagement	35
Purchasing Resources—How to Spend PFE Funds Appropriately	35
<i>Examples of Allowable Title I Parent and Family Engagement Expenditures</i>	<i>36</i>
<i>Fund Planning Sheet.....</i>	<i>37</i>
<i>Fund Planning Sheet (Page 2).....</i>	<i>38</i>
<i>Fund Planning Sheet (Page 3).....</i>	<i>39</i>
<i>Food Request Form.....</i>	<i>40</i>
<i>Food Request Form (Page 2).....</i>	<i>41</i>
<i>0610 (Supplies) Munis Request Form</i>	<i>42</i>
<i>Postage Policy.....</i>	<i>43</i>
<i>Spending Title I Parent and Family Engagement Funds:.....</i>	<i>44</i>
<i>Spending Plan Checklist.....</i>	<i>45</i>
<i>Frequently Asked Questions—Title I Parent and Family Engagement</i>	<i>46</i>
Thank YOU.....	48
chrystal.hawkins@jefferson.kyschools.us	48

District Policy—Title I Parent and Family Engagement

(page 1)

MEANING OF THE TERM *PARENTS AND FAMILY* WITHIN THIS POLICY

Within this policy, the term *parents and family* is inclusive of adults who interact with the district in support of their child, which generally includes biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings. This policy shall not be construed to authorize the disclosure of personally identifiable information relating to an individual student as protected under the Family Educational Rights and Privacy Act (FERPA) and Kentucky FERPA (KFERPA) other than to the parent(s) or eligible student unless there is a valid consent, an exception applies, or disclosure is otherwise required by law.

This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents and family of students participating in the Title I Program. Parents and family shall be notified of the policy in an understandable and uniform format, and to the extent practicable, the policy will be provided in a language that recipients can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents, family, and the school.

EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents and family of participating students shall be provided with flexible opportunities for organized, ongoing, and timely participation in the planning, review, and improvement of the Title I Program, including opportunities to suggest modifications, based on changing needs of parents, family, and the schools.

All comments indicating parent and family concerns with the Title I plan shall be collected and submitted along with the plan to the Department of Education.

The Title I Program shall be designed to assist students to acquire the capacities and achieve the goals established by law as well as the goals and standards established by the Board. These goals and standards shall be shared with parents and family in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the achievement levels in the challenging state academic standards, the achievement level of their child on (to the parents only) the challenging state academic standards assessments; and (3) if requested by the parent(s), opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their child.

Title I Parent and Family Engagement District Policy (cont.)

SUPPORT FOR PROGRAM

If the district's Title I allocation is \$500,000 or more, the district shall reserve not less than 1 percent of its allocation for the purpose of promoting parent and family engagement and shall distribute to Title I schools not less than 90 percent of the reserved funds. Parents and family of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parent and family engagement activities.

The district will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1. Designation of resources to assist in communicating with parents and family, transporting them to meeting sites and/or implementing home visits, providing childcare for meetings, encouraging them to use available parent and family resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services.
2. Sharing options for coordinating and integrating Title I Program strategies with services of other community programs, businesses, and agencies
3. Identification of ways in which parents and family can be engaged in staff training activities to demonstrate the value of parent and family engagement and various techniques designed to successfully engage parents and family as equal partners in their child's education
4. Making a good faith effort to convene an annual meeting at a convenient time to which all parents and family of participating children shall be invited and encouraged to attend for informing them of their school's participation in and requirements for Title I Programs and of their rights to be involved
5. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this policy in improving the academic quality of schools receiving Title I funds and the plan designed to implement it. The process shall focus on the following questions:
 - Does this policy increase parent participation?
 - What barriers to parent participation still exist, and how can they be reduced or removed?The findings produced by the annual evaluation shall be used to design strategies for school improvement and for revising this policy, if necessary.

Title I Parent and Family Engagement District Policy (cont.)

6. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

SCHOOL POLICY

Each school shall submit to the superintendent and Board, for review and comment, its Title I school parent and family engagement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent and family engagement policy and accompanying checklist shall be kept on file in the Central Office.

RECEIVING AND RESOLVING COMPLAINTS

The district shall establish a written procedure for a parent, family member, or other individual to submit a complaint alleging a violation of Title I, Part A. The written procedure shall be available on the district website and upon request from a school or the district Title I Office.

REFERENCES:

Section 1118 of Improving America's Schools Act (IASA) of 1994

P. L. 114-95, (Every Student Succeeds Act of 2015)

KRS 157.077; KRS 158.645, KRS 158.6451

KRS 158.865; KRS 158.866; KRS 158.867

Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g, as amended)

Kentucky Family Education Rights and Privacy Act (KRS 160.700, et seq., as amended)

20 U.S.C. § 6318; 34 C.F.R. § 200.28; 34 C.F.R. § 299.12;

704 KAR 3:365.

RELATED POLICIES:

03.112; 08.1345; 09.11; 09.14

Adopted/Amended: 6/26/2018

Order

School Requirements

Title I Parent and Family Engagement Requirements

Title I School: _____

Parent and Family Engagement Allocation: _____

Requirements:

1. The **Title I** law requires each school receiving **Title I** funds to include meaningful parent input in the decisions regarding how Parent and Family Engagement (PFE) funds will be used to increase PFE at the local school.
 2. Each school **must** distribute a copy of the district's PFE Policy to each parent. A copy of the policy is found in this handbook.
 3. Each school **must** convene an annual meeting (open house, orientation, etc.) to inform parents of the school's **Title I services** and PFE initiatives and to encourage parent input.
 4. Each school **must** develop a 1) School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and 2) a PFE Policy that explains how the school and parents will build and develop a partnership to help children achieve the state's high standards.
 5. A copy of the school's PFE Policy, School-Parent Compact, and **Title I** annual meeting agenda **must be submitted to the Title I Office**. **Include the sign-in sheet** with meeting agenda as evidence of parent involvement.
 6. Each school must appoint and recruit a **Parent Advisory Council representative** and **Family Engagement Team leader** or show evidence of recruitment efforts if unable to find someone to serve in these roles.
 7. Each **Title I** school is responsible for involving parents in an annual evaluation and review of its PFE activities.
- The **School-Based Decision Making (SBDM) Council** is encouraged to approve and adopt the PFE Policy and School-Parent Compact.
 - Close collaboration with **Family Resource and Youth Services Center (FRYSC)** coordinators and the **Parent Teacher Association (PTA)** is highly encouraged in the implementation and monitoring of PFE initiatives.
 - The **Title I** Office will provide professional learning and support to school administrators, Family Engagement leads, and Parent Advisory Council members and will monitor the use of local school **Title I** PFE Allocations.

How Your School Will Be Monitored

Please refer to the KDE Monitoring Checklist (below) as a guide to ensure that your Parent and Family Engagement program meets all state and federal guidelines. Please use the suggested documentation recommendations as a guide for the type of evidence to keep on file at your school. If monitored and your school cannot provide evidence of all checklist items, you will receive a Corrective Action Plan to resolve all non-compliance items.

	YES	NO	N/A
1. Is there documentation of the annual parent meeting, which is to be held at a convenient time for the public, as required by ESSA 1116(c)(1)? Suggested Documentation: Meeting minutes, sign-in sheets, copies of materials shown or distributed to parents (i.e., PowerPoint presentations, handouts, etc.) Notes:			
2. Is there documentation that student progress is regularly shared with parents as required by ESSA 1116(d)(2)(B)? Suggested Documentation: Sign-in sheets, call/conference log Notes:			
3. Do parent conferences occur at least once a year as required by ESSA 1116(d)(2)(A)? (<i>Required for elementary schools only.</i>) Suggested Documentation: Sign-in sheets, conference log Notes:			

	YES	NO	N/A
4. Were parents and family members effectively involved in program planning, design and implementation, and expenditure of Title I parent and family engagement funds as required by ESSA 1116(a)(3)(C)? Suggested Documentation: Minutes and dates of meetings, sign-in sheets, suggestions on how funds should be spent Notes:			
5. Was the school <i>Parent and Family Engagement</i> policy developed in consultation with, annually reviewed by, and made available to parents as required by ESSA 1116(b)? Suggested Documentation: Minutes and dates of meetings (outside of SBDM meeting), sign-in sheets, copy of previous school policy with evidence of revision; interviews with school staff and parents Notes:			
6. Was the school-family compact developed in consultation with, annually reviewed by, and made available to parents as required by ESSA 1116(d)? Suggested Documentation: Minutes and dates of meetings, sign-in sheets, copy of previous compact with evidence of revision; interviews with school staff and parents Notes:			
7. Is there evidence to substantiate the effective implementation of the <i>Parent and Family Engagement</i> policy and compact? Suggested Documentation: Meeting dates, minutes, and sign-in sheets; signed copies of compact as required by KDE Notes:			

How Your School Will Be Monitored (cont.)

	YES	NO	N/A
<p>8. Did parents participate in the annual evaluation of the school's <i>Parent and Family Engagement</i> policy and compact?</p> <p>Suggested Documentation: Evaluation summary, documentation of identified barriers, and recommendations for changes to policies, meeting minutes, sign-in sheets (signatures include names of parents beyond SBDM parents)</p> <p>Notes:</p>			
<p>9. Are evaluation findings effectively used to revise school-level policy so that it promotes the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment?</p> <p>Suggested Documentation: Evaluation summary, documentation of identified barriers, and recommendations for changes to policies</p> <p>Notes:</p>			
<p>10. Is there ongoing communication with parents in their native language(s)? What is the process for communicating with parents who are not proficient in English?</p> <p>Suggested Documentation: Letters, log of phone calls and/or conferences, documentation of translation services, and sample materials provided in languages other than English</p> <p>Notes:</p>			
<p>11. Do parents receive notification of their right to request teacher qualifications?</p> <p>Suggested Documentation: Copy of parent's right to know letter</p> <p>Notes:</p>			

	YES	NO	N/A
<p>12. Does the school properly notify parents of EL students outlining their child's identification as an EL student and placement in a LIEP as outlined in ESSA 1112(e)(3)(A)?</p> <p>Suggested Documentation:</p> <p>Notes:</p>			

How Your School Will Be Monitored (cont.)

Best Practices

- School staff can describe the school's parent and family engagement policy.
- School staff can describe the parent and family engagement activities being implemented at the school. Answers are consistent with the description articulated at the district level.
- School staff can describe how a concerted effort is being made to build school/parent relationships.
- Parent and family engagement goes beyond the school council representatives.
- The school is **thinking outside of the box** in order to get more parents to participate as active partners. For example, the school may be recruiting parent participation through their regular volunteer parents or may be partnering with community agencies to increase participation.
- Please note that One Call, marquees, TV monitors, newsletters, Infinite Campus Parent Portal, and other one-way communications **do not** represent effective parent and family engagement practices alone. These tools may be used to open the door to effective communication but should be used in conjunction with other methods. Parents should have genuine opportunities to help plan, implement, and participate in activities in a format that promotes two-way communication.
- Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
- Parents are actively involved in school planning. See ESSA 1116(a)(2).

How Your School Will Be Monitored (cont.)

Suggested Documentation

It is recommended that you save the following items in the event of a monitoring visit. This is not meant to be an all-inclusive list but rather to provide guidance in documenting parent and family engagement in Title I schools.

District Monitoring Checklist — Parent and Family Engagement Sample Documentation	
• LEA Parent and Family Engagement Policy	<input type="checkbox"/>
• Notice of parent meetings, agendas, minutes, sign-in sheets, records of parent comments to support dissemination procedures	<input type="checkbox"/>
• Title I budget reflecting required set-aside, distribution procedures of funds to participating schools, and samples of expenditures to date	<input type="checkbox"/>
• Meeting agendas, minutes, and sign-in sheets for parent advisory council	<input type="checkbox"/>
• Parent and Family Engagement Policy and School-Family Compact. Keep draft versions to indicate how parents influence school policy. Signed copies of compacts must be maintained at each school.	<input type="checkbox"/>
• Sample school/class newsletters	<input type="checkbox"/>
• Copies of parent surveys and summary of results	<input type="checkbox"/>
• Fliers, sign-in sheets, and summaries of Parent Nights	<input type="checkbox"/>
• Annual evaluation of the parent and family engagement program. Document how the evaluation results will be used to improve the parent and family engagement program.	<input type="checkbox"/>
• Parents' right-to-know	<input type="checkbox"/>
• Documentation of translation services	<input type="checkbox"/>
• Log of phone calls, conferences, etc.	<input type="checkbox"/>
• A record of families' disagreements with an LEA's Title I plan or a Title I SWP	<input type="checkbox"/>
• Parent notices, such as details about assessments and parents' right to opt out, details about innovative assessment systems if a local district is participating in one, or intention to use a locally selected assessment with high school students	<input type="checkbox"/>

Compliance Resources

Title I Parent and Family Engagement Compliance Checklist

School-Based

These questions may assist a district and school in determining if PFE requirements have been met at the school level. For a school PFE program to comply with requirements, each question must be answered with a " Yes."

1. Does the school hold an annual meeting, at a convenient time, and invite parents of participating children?
2. Does the meeting inform parents of their school's participation in Title I, Part A, and explain the requirements of the PFE statute and the parents' right to be involved?
3. Was the school PFE Policy developed jointly and agreed upon by the parents of participating Title I students through meaningful consultation?
4. Have the PFE School **and District** Policies been distributed to parents?
5. Does the PFE Policy describe the implementation of :
 - ☐ An annual meeting held at a convenient time to inform parents of the school's participating in Title I and what this means for them?
 - ☐ A flexible number of meetings where transportation, childcare, or home visits are provided as needed?
 - ☐ The involvement of parents in an organized, ongoing, and timely way to assist in planning, reviewing, and improving the PFE Policy and the school-parent involvement program on an annual basis?
 - ☐ Findings from the annual evaluation and their use in revising the PFE Policy?
6. Does the PFE Policy provide timely information concerning:
 - ☐The Title I Program?
 - ☐School performance profiles that show the school's progress toward meeting the learning goals/academic expectations?
 - ☐The individual student assessment results and interpretation of those results?
 - ☐A description of the school curriculum?
 - ☐An opportunity for parent input to allow for suggestions and participation in decisions relating to the education of their children?
7. Was the School-Parent Compact developed with the parents of the participating Title I students?
8. Has the School-Parent Compact been signed by the parent, teacher, and school administrator?
9. Does the compact describe how parents, the entire school staff, and students will share the responsibility for improving student achievement?
10. Is the School-Parent Compact different than the district compact and/or other school compacts?

11. Does the compact describe how the school and parents will build and develop a partnership to achieve Kentucky's high standards?
12. Does the School-Parent Compact provide the following:
- ☐ A description of the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet Kentucky's performance standards?
 - ☐ A description of the ways in which parents will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television-watching; volunteering in the classroom; and participating in decisions related to their child's education?
 - ☐ A description of the importance of ongoing communication between parents and teachers by at least one annual parent-teacher conference where the compact is discussed as it relates to the child's achievements, frequent reports on the child's progress, and reasonable access by the parent to the school staff?
13. Does the PFE Policy ensure effective PFE and support partnerships among schools and the community by:
- ☐ Providing materials and training to parents?
 - ☐ Using the assistance of parents to educate teachers, pupil service personnel, principals, and other staff in the value and utility of contributions from parents and how to reach out and work with parents as equal partners in implementing and coordinating PFE and building ties between home and school?
 - ☐ Coordinating and integrating Title I PFE strategies with those of Head Start, the Home Instruction Program for Preschool Youngsters, and Parents as Teachers Program for preschool students?
 - ☐ Providing such activities and opportunities as parent resource centers and training in child development and other areas to help the parents become a full partner in their child's education?
 - ☐ Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents in a language parents can understand.
14. Does the school provide full opportunity for the participation of parents with limited English proficiency or with disabilities?
15. Does the school conduct an annual evaluation of the effectiveness of the school's PFE Policy and PFE activities?
16. Does the school have documentation to substantiate the above answers? Such documentation could include agendas from parent meetings or trainings, signed compacts, and comments from parents.

Effective School Parent and Family Engagement Policy Checklist

Effective School Parent and Family Engagement Policy Checklist	
<ul style="list-style-type: none"> The policy must be reviewed annually by the school to determine that it meets PFE requirements outlined in Section 1114(b)(2) of the Every Student Succeeds Act (ESSA). 	<input type="checkbox"/>
<ul style="list-style-type: none"> The policy must be reviewed by parents and revised as needed on an annual basis with documentation of the review on file in the Title I coordinator's office and in the school. 	<input type="checkbox"/>
<ul style="list-style-type: none"> The school's written policy must describe specifically how the school will complete the requirements listed below. 	<input type="checkbox"/>
Hold an annual meeting to explain the Title I Program to parents.	
<ul style="list-style-type: none"> The policy states that an annual meeting will be held to inform parents of the school's participation in the Title I Program and to explain the requirements of the program and their right to be involved. 	<input type="checkbox"/>
Encourage PFE by offering a flexible number of meetings.	
<ul style="list-style-type: none"> The policy states that parent meetings, including parent conferences, will be held at different times during the day. 	<input type="checkbox"/>
<ul style="list-style-type: none"> The policy states that Title I funds may be used to pay reasonable and necessary expenses associated with PFE activities, including transportation, childcare, or home visit expenses, to enable parents to participate in school-related meetings and training sessions. 	<input type="checkbox"/>
Involve parents in the planning, review, and improvement of the PFE programs.	
<ul style="list-style-type: none"> The policy describes how parents will be involved in the printing, review, and improvement of the school's PFE Policy. 	<input type="checkbox"/>
<ul style="list-style-type: none"> The policy describes how parents will be involved in the planning, review, and improvement of the school's Title I Program. 	<input type="checkbox"/>
<ul style="list-style-type: none"> The policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under ESSA Section 1114. (This applies only to Title I schools operating a schoolwide program.) <ul style="list-style-type: none"> If the Schoolwide Program Plan is not satisfactory to the parents of students in the school, submit any parent comments on the plan when the school makes the plan available to the district. 	<input type="checkbox"/>
<ul style="list-style-type: none"> The policy states that a School-Parent Compact was jointly developed with parents, and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student achievement. 	<input type="checkbox"/>
<ul style="list-style-type: none"> The policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible. 	<input type="checkbox"/>
Provide information to parents of participating Title I students.	
<ul style="list-style-type: none"> The policy describes how the school will provide parents of participating students with timely information about the Title I Program. 	<input type="checkbox"/>

- | | |
|--|--------------------------|
| <ul style="list-style-type: none"> • The policy describes how the school will provide parents of participating students with 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. | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • The policy describes how the school will provide assistance to parents in understanding the state's academic content standards and student achievement standards, local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their students. | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • The policy describes how the school provides materials and training to help parents work with their child to improve his or her achievement, such as literacy training and using technology, as appropriate, to foster PFE. | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • The policy describes how the school provides additional opportunities for parents to offer suggestions and to participate in decisions relating to the education of their child. | <input type="checkbox"/> |

Title I, Part A: Parent and Family Engagement Policy Reminders

- Hold an annual meeting to inform parents of their school's participation in Title I, to explain Title I requirements, and to inform the parents of their rights to be involved.
- ✓ Offer a flexible number of meetings (transportation, childcare, or home visits may be provided, if needed) to encourage parent involvement.
- ✓ Involve parents in the planning, review, and improvement of the PFE programs.
- ✓ Provide parents of participating Title I students:
 - Timely information about Title I Programs.
 - School performance reports, including school curriculum and common core state standards.
 - Student's assessment results.
 - A description and explanation of the curriculum used at the school and the types of academic assessment used to measure student progress.
 - Additional opportunities for parents to offer suggestions and to participate in decisions relating to the education of their child.
- ✓ If the schoolwide program plan is not satisfactory to the parents of the children in the school, submit any parent comments on the plan when the school makes the plan available to the district.



Policies should be:

focused on improving student achievement

supportive of a positive
school culture

legal

clear

practical

wise

Sample Parent and Family Engagement Policy

ABC Elementary

Parent and Family Engagement
Policy
Legal Requirement of Title I, Part A

Purpose

Parents serve as a key shareholder in the educational processes of the students attending ABC Elementary. The PFE Policy of ABC Elementary ensures equitable participation in the planning, reviewing, and implementing of all parent programs and activities.

Parent Definition

A *parent* is legally defined as a biological parent, step-parent, or a foster parent of a student **or** a person who has legal custody of a student pursuant to a court order **and** with whom the student resides. For this policy, *parent* encompasses all family situations.

Parent/Family Engagement Definition

Parent/Family Engagement is best defined as any time a parent commits to assisting his or her child in learning and achieving academically to a higher level with greater interest and motivation.

Parent/Family Engagement can be accomplished in a variety of ways, including the following:

- Reading together at home with your child
- Developing your expectations for your child and communicating these expectations to your child, as well as communicating your support in helping your child achieve these expectations
- Communicating positive values, such as respect, hard work, and responsibility
- Providing your child with positive encouragement when he or she achieves certain goals
- Speaking with your child's teacher regularly and offering any assistance that the teacher may suggest
- Becoming involved in the school's PTA/School-Based Decision Making (SBDM) Council and/or committees.
- Discussing your child's assessment scores after receiving the scores and an explanation of them from the school.

Procedures

ABC Elementary, along with the district Federal Programs' coordinator, shall convene an annual meeting at a time that is convenient for parents. All parents are invited and encouraged to attend. At this meeting, parents will be informed of the school's participation in a Title I Schoolwide Program, the purpose and requirements of Title I, and their right to be involved. Attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

ABC Elementary shall involve parents in an organized, ongoing, and timely manner in the Title I planning, review, and improvement of programs. This includes the joint development of the school PFE policy.

School-Parent Compact

ABC Elementary and the parents of the students participating in the activities, services, and programs agree that improved student achievement is a shared responsibility. ABC Elementary and its parents will build and develop a partnership that will assist students in achieving proficiency.

ABC Elementary will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet Kentucky's student academic achievement standards.
- Communicate clear expectations.
- Use research-based materials and methods.
- Provide a safe, positive, and healthy learning environment for each student.
- Address the individual needs of each student.

Parents will:

- Ensure their child attends school regularly and is punctual and prepared to learn.
- Create an atmosphere that supports learning.
- Encourage their child to demonstrate respect for school personnel, classmates, and school property.
- Remain informed about their child's education.
- Model respect by going to the teacher first regarding concerns.
- Guarantee that any homework assignments are neat and complete.

Students will:

- Come to school on time and be prepared to learn.
- Obey all school and classroom rules.
- Pay attention to their teachers, tutors, and family members and ask for help when needed.
- Commit to learning and do their best work each day.

Background Checks

Any parent wishing to serve as a parent volunteer in the school must complete a criminal background check and attend confidentiality training.

Concerns

Any comments or concerns regarding the ABC Elementary PFE Policy shall be submitted to the Kentucky School District's Federal Programs' coordinator, Kevin Stein. He can be reached at **(502) 555-5555**.

Policy Evaluation

The effectiveness of this policy shall be evaluated through the school improvement planning process.

Date Adopted: _____ Date

Reviewed/Revised: _____ Date

Reviewed/Revised: _____

School-Based Title I PFE Annual Evaluation—Sample

This survey will be administered through the district to all Title I schools; however, you may administer your own survey.

Directions: The purpose of this survey is to gather information from parents on how well the school communicates with parents of children who receive Title I services. Please take a minute to answer the questions. Suggestions on how we can meet the needs of parents are welcome.

Please circle Yes or No, and return this survey to the school. Thank you for your valuable input.

- | | | |
|---|-----|----|
| 1. Were you notified that your school has a Title I Program? | Yes | No |
| 2. Were you notified that your school received Title I funds to increase PFE and improve student achievement? | Yes | No |
| 3. Were you invited to provide input on the use of Title I PFE funds for PFE activities that enhance parent knowledge? | Yes | No |
| 4. Did you receive a copy of the PFE Policy and the School Parent Learning Compact? | Yes | No |
| 5. Were you invited to attend a meeting that included information about the Title I Program? | Yes | No |
| 6. Have you been invited to a parent-teacher conference this year? | Yes | No |
| 7. Were you offered information or suggestions on how to support your child's academic achievement and homework completion, etc.? | Yes | No |
| 8. Have you been asked how the school could improve the PFE Program? | Yes | No |
| 9. Do you receive student progress reports in a timely manner? | Yes | No |
| 10. Is the information that the school provides you understandable? | Yes | No |
| 11. Has the school staff been supportive and willing to help you? | Yes | No |
| 12. Has the Title I Program helped your child learn? | Yes | No |

Comments/Suggestions:

Name (Optional): _____ School: _____ Date: _____

Sample School-Parent Compact

A School-Parent Compact is an agreement among groups that firmly unites them. The JCPS Elementary School-Parent Compact was developed jointly with school staff, students, and parents. As a school community, JCPS Elementary will focus its School-Parent Compact on the academic standards to support all students and help them reach proficiency or beyond in reading, writing, and mathematics. Below are the ways each team member will be accountable for helping to achieve this goal.

School Staff/Teachers will:

- ☐ Provide high-quality, rigorous, "best practices" instruction daily.
- ☐ Use student achievement data to make instructional decisions and to address the diverse learning styles of students.
- ☐ Communicate positively and in a timely manner with parents and keep them informed of their child's progress.
- ☐ Provide a positive learning environment for all students to experience success.
- ☐ Welcome parents as partners in the education of their child.
- ☐ Participate in professional-development (PD) experiences that continue to improve classroom instruction.

Families/Parents will:

- ☐ Ensure that my child attends school regularly and on time.
- ☐ Support the Community School and offer ideas related to how to improve the educational process.
- ☐ Provide a safe and positive place for my child to do his or her homework.
- ☐ Welcome teachers as partners in the education of my child.
- ☐ Participate in opportunities to learn about the school, needed services, and ways to support my child.
- ☐ Talk with my child daily about his or her school experience.

Students will:

- ☐ Attend school regularly and on time.
- ☐ Support the Community School and ask for help when needed.
- ☐ Complete homework on time.
- ☐ Welcome teachers and parents as partners while they work to help me achieve.
- ☐ Participate in school activities and always try my best.
- ☐ Talk with my parent(s)/guardian(s) daily about my school experience.

Teacher's Signature: _____ Date: _____
Parent's Signature: _____ Date: _____
Student's Signature: _____ Date: _____

Effective School-Family Compact Checklist

Effective School-Family Compact Checklist

Compact requirements described in Every Student Succeeds Act (ESSA) Section 1116(d) and suggestions on building an effective compact

Responsibilities of the School

Explain district and school goals to meet student academic achievement standards. ☐

- Align the actions of the compact with the goals of the Comprehensive School Improvement Plan (CSIP).
- Create specific goals based on achievement data.

Describe teachers' responsibility for supporting student learning and providing high-quality curriculum and instruction. ☐

- Provide details on how teachers will help families understand what students are learning and doing in class.
- Be specific about how teachers will support parent participation at each grade level.

Responsibilities of the Family

Describe parents' responsibility for supporting student learning. ☐

- Provide connections for families related to what students are doing in class.
- Work with families in developing learning strategies and activities that can then be easily implemented at home on a regular basis.
- Maintain a dialogue with families by encouraging questions, suggestions, and feedback regarding the Title I Program.

Responsibilities of the Student

Describe students' responsibility for their learning. ☐

- Provide real-life connections for students to what they are learning in class.
- Work with families to create specific, age-appropriate responsibilities for each grade level.
- Encourage students to share what they are learning in class with their families.
- Get input from students! Ask students how they want their teachers and families to support them.

School-Family Partnership

Describe opportunities to build partnerships with families (volunteer opportunities, observe classroom activities, and communicate with teachers). ☐

- Provide families and teachers with opportunities to develop skills for working together (class meetings, demonstration lessons, literacy conversations, etc.).
- Base activities on identified family needs.
- Schedule meetings at accessible locations and at different days and times.

Jointly Developed

Describe how families are involved in developing and revising the compact. ☐

- Provide resources to help families take part in the process (transportation, childcare, etc.).
- Schedule meetings at accessible locations and at different days and times.

Communicating Student Progress

Describe multiple methods for regular teacher-family communication. ☐

- Incorporate discussing responsibilities listed in the compact during parent-teacher conferences.
- Support families and students through follow-up steps.
 - Keep families up to date on student progress.
 - Provide families with tips on home learning.
- Consult with families and determine what methods of communication work best for them.

Language and Format

The compact should be written in a language that is family-friendly. ☐

- Work with families to eliminate confusing terminology and ensure that the compact clearly explains what should happen.
- Reach out to parents/staff with design skills to help create an attractive final product.
- Translate the compact (and other communications) into families' first languages.
- Shareholders are required to sign the compact. It is meant to be a method of communication, not a contract used for corrective purposes. Maintain a sign-in sheet to provide sufficient documentation that parents received the compact.

Annual Meeting Requirements

All Title I schools must convene an annual meeting, at a convenient time, and invite parents of participating children.

The meeting should inform parents of their school's participation in Title I, Part A, and should explain the requirements of the parent and family engagement statute and the parent's right to be involved.

Some best practices regarding the annual meeting are as follows:

- Offer a flexible number of meetings (before or after school and evenings).
- Provide transportation, childcare, or home visits if necessary.
- Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Title I Program, including the planning, review, and improvement of the Parent and Family Engagement Policy and the joint development of the schoolwide program plan.
- Provide parents with timely information about the Title I Program; a description and explanation of the curriculum; the forms of academic assessment, including a definition of *proficiency*; and opportunities for regular meetings, to participate in decisions relating to the education of their child, and to respond to any suggestions.
- Provide an opportunity for parents to submit comments on the schoolwide program plan once the plan is made available to the district.

Annual Meeting Timeline—This Timeline DOES NOT INCLUDE ALL PFE Requirements.	
September	<ul style="list-style-type: none"> • Review and update parent/guardian notification of parents' right-to-know, as described in ESSA Section 1112(e) and 34 C.F.R. Part 200.61 (EDGAR).
October	<ul style="list-style-type: none"> • Design evaluations for district and school family engagement activities. • Ensure that each Title I school has provided an informational meeting about the Title I Program for families. • Ensure that school-family compacts and policies are distributed, signed by stakeholders, and returned to the school.
November	<ul style="list-style-type: none"> • Ensure that each Title I school has published a listing of the opportunities available for families to build their capacity to be actively involved in the child's education.
December	<ul style="list-style-type: none"> • Distribute report cards or report card overviews.
June	<ul style="list-style-type: none"> • Review and update district parent and family engagement policy based on data (e.g., evaluations). • Review and update school parent and family engagement policy based on data (e.g., evaluations). • Review and update school-family compact.
Ongoing	<ul style="list-style-type: none"> • Engage in family and community involvement. Maintain documentation of these activities (meeting agendas and notes, meeting notifications, sign-in sheets, etc.). • Review and update school parent and family engagement policy based on data (e.g., evaluations). • Review and update school-family compact.

Annual Meeting Talking Points

Tool to be used as a guide for principal/others as they conduct their (required) annual Title I Parent Meeting

1. **Title I** is the largest federally funded program in education. It began in 1965 when President Lyndon Johnson recognized the extreme difficulty children were having learning to read. These children were from low-income and disadvantaged areas and backgrounds.
2. **Title I** has gone by many different names over the years. You may be familiar with the **Title I Program** as No Child Left Behind (NCLB). Additional names include NCLB, ESEA or the Elementary and Secondary Education Act, or even the Improving America's School Act. In the past, it was also called Chapter 1.
3. The purpose of **Title I** is to ensure that every child—even disadvantaged/low-income children—has a fair, equitable, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic standards and assessments. For this plan to be accomplished, **Title I** provides additional funding and resources to schools and districts. Each school has the authority to determine the way or ways the funds are used with some limited restrictions. Those restrictions are:
 - ☐ **Title I** funds cannot take the place of existing revenue but can be used to augment or supplement the existing programs within the school.
 - ☐ **Title I** funds can only be used on evidence-based instructional practices/materials.
 - ☐ **Title I** PFE funds must be used to support two-way meaningful PFE activities that lead to increased student achievement levels.
 - ☐ Parents must be involved in the decision-making process of how the funds are spent.
4. This year, the district received a little more than _____ for its federal Title I allocation.
5. Our school, _____, received \$ _____ (Fill in the amount the school received.) These funds are being spent on _____ this school year.
6. Our PFE budget from **Title I** is \$ _____. (Fill in the amount the school received.) We need you to be involved in the decision making of how these funds are spent to best meet the needs of our school.

7. These figures are based on our percentage of free and reduced-price meal applications. This school has almost_____ percent at-risk students.

8. This school year, your **Title I PAC** representative is_____.

(Last year's **PAC** representative was_____.)

Please contact this year's representative if you have information to share or need additional information about parent activities and involvement. The **PAC** meets monthly.

9. Annually, in addition to the school survey, the **Title I** Office sends out a survey to parents seeking information regarding how the parents have been involved in the school. This survey typically arrives in the spring toward the end of the school year. We urge you to take the time to complete the survey, and if you have questions about the survey, please call the school.

10. You will also find a copy of the district's PFE Plan and our school's PFE Plan.

11. A **sample** copy of the School-Parent Compact is included.

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Parent Feedback Form—Annual Meeting Resource

Name: _____

School: _____

Student Name: _____

Date: _____

Please complete this form following your Title I Open House/Annual Meeting.

1. What additional questions do you have regarding Title I?

2. What are some ways we can better support you as a parent partner to improve your child's achievement?

3. What are some ideas you have to use parent and family engagement funds?
(Please see EXAMPLES OF ALLOWABLE TITLE I PARENT AND FAMILY ENGAGEMENT EXPENDITURES.)

4. Are you interested in serving as a Title I parent representative?

5. Have you received a copy of the School and District Parent and Family Engagement Policy? If so, please share your questions and/or comments.

6. Have you received a copy of the School-Family Compact? If so, please share your questions and/or comments.

Please return this form to your school or to:
Title I Office, Camp Edwards Educational Complex
Attn: Chrystal Hawkins, Parent and Family Engagement Specialist
Phone: (502) 485-6285
Fax: (502) 485-3355

Parent Request for Information on the Professional Qualification of Their Child's Teacher

Date: _____ Student's Name: _____

School: _____ Teacher's Name: _____

Parent's Signature: _____

As a parent of (child's name), who is being taught by (teacher's name), I am requesting the information checked below regarding the teacher's professional qualifications:

Parents, please check information being requested.	(District response; For district use only) Date: _____ Signature: _____
<input type="checkbox"/> Does the teacher meet the state qualifications and licensing criteria for the grades and subjects he or she teaches?	<div style="display: flex; justify-content: space-between;"> Yes No </div> <p>Comment:</p>
<input type="checkbox"/> Is the teacher teaching under an emergency or conditional status because of special circumstances?	<div style="display: flex; justify-content: space-between;"> Yes No </div> <p>Comment:</p>
<input type="checkbox"/> Teacher's college major <input type="checkbox"/> Advanced degrees <input type="checkbox"/> Field of discipline of the certification or degree	<p>Major:</p> <p>Degrees:</p> <p>Field of discipline:</p>
<input type="checkbox"/> If my child is taught by a paraprofessional, please indicate his or her qualifications.	Qualifications:

Parent's Right to Know—NCLB Parent Notification

There is now only one remaining requirement for Title I schools under the NCLB Act involving information provided to parents related to teacher qualifications. Parents now have a right to the following information concerning the teacher(s) of their child.

Requirement 1: Parents may request and can receive essential information about the professional qualifications of their child's classroom teacher(s).

States are no longer required to comply with the requirements in section 1111(h)(6)(B)(ii) of the ESEA as amended by NCLC, beginning with the 2016-17 year. Teachers are still required to be qualified, although the term *highly-qualified* was removed. ESSA 1111(g)(2)(J) states that the SEA will ensure that all teachers and paraeducators working in a program supported with Title I, Part A.

Requirement 1

Background

Districts that receive Title I funds are required, at the beginning of each school year, to notify the parents of students attending any school that receives funds under Title I that they may request and the district will provide, at a minimum, the following information:

- ☐ Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- ☐ Whether the teacher is teaching under an emergency license or waiver through which the state qualifications or licensing criteria have been waived
- ☐ The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the field or discipline of the certification or degree
- ☐ Whether the student is provided services by paraprofessionals and, if so, their qualifications.

This required information can be obtained via the Education Professional Standards Board (EPSB) website. Making this information portal available to parents may minimize the number of formal requests the school needs to address. Access is as follows:

- | | |
|--------|---|
| Step 1 | Log on to www.kyepsb.net . |
| Step 2 | Click on <i>Check Educator Credentials</i> . |
| Step 3 | Enter the teacher's name, and select <i>Jefferson County</i> . |
| Step 4 | Click <i>Search</i> . |

Parent's Right to Know—NCLB Parent Notification (cont.)

Procedures:

2. The district provides the initial required notification to parents. This notice refers parents to their child's school for assistance. If a parent is unable or unwilling to access the information using the EPSB website, the law requires we provide it.
3. Schools should require the parent to complete the upper portion and left-hand column of the attached form entitled Parent Request for Information on the Professional Qualifications of Their Child's Teacher.
4. The school then accesses the required information using the EPSB website and completes the lower right-hand portion of the form. A copy should be kept on file in the school.

The law also permits parents to request information concerning the professional qualifications of any paraprofessional assigned to their child. If assistance is needed to respond to this type of inquiry, contact your Human Resource (HR) staffing representative. Keep in mind that all paraprofessionals in our district are considered highly qualified (HQ) under the law. They all either have completed 60 hours of postsecondary education or have passed a rigorous test of academic skills.

School Committee: Family Engagement Team

To support school parent and family engagement efforts, Family Engagement Teams are **strongly encouraged** with leadership from the **school administrator**, **School Family Engagement lead**, and the **Parent Advisory Council representative**. Teams will serve as evidence of parent input **beyond SBDM** and are encouraged to review and make recommendations on school parent and family policy, spending, programming, etc.

Potential Family Engagement Team Members:

- Parent Advisory Council representative
- Family Engagement leader
- Parent leader
- Community partner
- Teacher leader
- Instructional Leadership Team (ILT) member
- Bookkeeper or staff members who coordinate parent purchases

Potential Family Engagement Team Meeting Topics:

Meeting topics may have many different components or continue for more than one meeting.

- How to develop a family-friendly school climate
- How to enhance school-family communication
- Parent program planning—What do families need to be engaged in student learning?
- Family policy review—Do our policies attract families or push them away?
- Empowering families, students, and community in our school
- Community partners and volunteers—Who are they, and how can they help?
- Family feedback—What our parents are saying (survey/feedback) and ways to get more parent input
- Spending parent and family engagement funds on activities/strategies that support family learning and increase family engagement

Capacity Building: School Family Engagement Leads

We are so excited to **welcome** a new role to our school family engagement partnership efforts: **School Family Engagement leads!** Every Title I principal or administrator has been asked to nominate a school leader with the ability to drive a school parent and family engagement vision to serve as the School Family Engagement lead. Family Engagement leads should have the capacity to work with multiple stakeholders, including but not limited to family, administrative staff, instructional and clerical support staff, community partners, and teachers. **Most Importantly, school leads must be committed to and believe in the need to build family partnerships.**

Family Engagement leads will receive two to three hours of professional learning a month as part of the **Family Engagement Institute**.

Family Engagement Institute—Expected Learning Outcomes: By the end of the yearlong institute, family engagement leads should be able to:

- a) Describe **the four core beliefs** that serve as the foundation for all family engagement work.
- b) Identify key family engagement team members with, at minimum, one parent member.
- c) **Develop a school family engagement system.**
- d) Develop an ongoing team meeting schedule to plan, implement, and evaluate family engagement strategies and activities.
- e) Develop, review, and submit for SBDM review the Family-School Compact and Parent and Family Engagement Policy.
- f) Review the School Improvement Plan to ensure that all family engagement activities are linked to learning.
- g) Use Title I Parent and Family Engagement funds, with feedback and input from the Family Engagement Team, to support activities and programs to engage families in improving achievement.
- h) Help teachers/staff and families develop strong partnerships and enhance communication between parents/families and school staff. Plan and spend Title I Parent and Family Engagement funds.
- i) Compile and strengthen a list or database of potential school partners and volunteers to support various family engagement events.
- j) Encourage family participation, and coordinate activities that support the annual Title I Meeting and parent survey.
- k) Provide professional learning to school staff on how to engage families.
- l) Coordinate and plan workshops for families.

An **EXEMPLARY** Family Engagement lead will:

- Coordinate and facilitate a school family engagement team.
- Provide ongoing training and support to build school capacity to educate and engage families and the community.
- Link all family engagement events to learning.
- Help plan the spending of all parent and family engagement funds.

To nominate a School Family Engagement Team leader or to inquire about Family Engagement Institute dates, contact Chrystal Hawkins, Parent and Family Engagement specialist, at chrystal.hawkins@jefferson.kyschools.us or at (502) 485-6285.

Capacity Building: Parent Advisory Council

Title I Parent Advisory Council Mission

The Parent Advisory Council's (PAC's) mission is to involve families, schools, and the community in the educational success of all children through unified active participation, clear understanding, communication, and adequate training.



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Title I Parent Advisory Council Representative Expectations/Responsibilities



- ☐ Remember that you have been selected to represent all the parents and all the students in your Title I school.
- ☐ Attend scheduled PAC meetings.
- ☐ Share ideas and information with your Title I school.
- ☐ Work collaboratively with your Title I school's principal, Family Engagement lead and team, FRYSC coordinator, and PTA to increase PFE.
- ☐ Participate and provide feedback regarding your Title I school's PFE activities, policies, and use of its Title I PFE allocation.
- ☐ Participate and provide feedback regarding the district's Title I PFE policy and activities.
- ☐ Consider serving on your Title I school's FRYSC Advisory Board, SBDM Council, SBDM Committees, or PTA Board.
- ☐ Participate in parent-teacher conferences.
- ☐ Support family literacy activities at your Title I school.
- ☐ Be a continuous learner by participating in workshops and training that enhance parenting skills and support student achievement.



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JCPS Parent Advisory Council Representative Form

Mission Statement: To involve families, schools, and the community in the educational success of all children through unified active participation, clear understanding, communication, and adequate training.

Please submit the name of one parent representative to serve on the district's Title I Parent Advisory Council.

Name of Parent: _____

Parent's Address: _____
(Include the ZIP Code, please.)

Parent's Phone No.: _____ **Email:** _____

Name of School

Principal's Signature

Please return to:

Title I Office, Camp Edwards Educational Complex

Attn: Chrystal Hawkins, PFE Specialist

Phone: (502) 485-6285

Fax: (502) 485-3355



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Parent Advisory Council Meeting Dates



2018-2019 PARENT ADVISORY COUNCIL



Title I Parent and Family Engagement Core Beliefs:

1. All families have dreams for their children and want the best for them.

2. All families have the capacity to support their children's learning.

3. Families and school staff are equal partners.

4. The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily on with district and school staff, especially district and school leaders.

From Powerful Partnerships (2017)

Meeting Dates

- ☐ Friday, September 14, 2018 @10:00 am
- ☐ Monday, October 22, 2018 @Noon
- ☐ Friday, November 9, 2018 @10:00 am
- ☐ Tuesday, December 11, 2018 @10:00 am
- ☐ Friday, January 18, 2019 @Noon
- ☐ Monday, February 11, 2019 @Noon
- ☐ Friday, March 22, 2019 @10:00 am
- ☐ Tuesday, April 23, 2019 @10:00 am

Locations are TBD; Please contact

chrystal.hawkins@jefferson.kyschools.us for any additional questions.

Parent Outreach Resources

Organized Plan for Increasing Parent and Family Engagement

and
Appropriate Parent and Family Engagement Activities for the Use of Title I Funds

Beginning of the School Year

- ☐ Transition meetings for Pre-K to Primary Program or Primary Program to fourth grade, elementary to middle school, or middle school to high school
- ☐ Open House, if it has items on the agenda about Title I
- ☐ Annual Title I meeting
- ☐ Testing information about the school (released information on test scores)
- ☐ Other: _____

Fall of the School Year

- ☐ Family literacy nights/meetings
- ☐ Workshops on successful parent-teacher conferences
- ☐ Parent-teacher conferences (October)
- ☐ Family math nights/meetings
- ☐ Informational meetings about science modules and/or GE math/science Initiative
- ☐ Other: _____

Winter Months

- ☐ Parenting workshops on various topics based on surveys or school needs or school foci, such as Homework Helpers for Parents, Discipline Behavior and Improving Attitudes, Holding High Expectations for Your Child, and Supporting Your Child's Learning and Academic Success
- ☐ Transition meetings for fifth grade to middle school
- ☐ Parent-teacher conferences (February)
- ☐ Other: _____

Early Spring

- ☐ Transition meetings continued
- ☐ Family literacy/math events continued
- ☐ Understanding assessment and testing workshops
- ☐ Enrollment meetings (February for elementary)
- ☐ CSIP meetings
- ☐ Other: _____

End of School Year

- ☐ Informational meetings about summer school or other summer learning opportunities
- ☐ Other: _____

Suggested Topics for Workshops, Meetings, and Activities for Title I Parent and Family Engagement

Topics for Enhanced Student Achievement Levels

- ☐ Helping with homework: plans and strategies
- ☐ Family literacy programs, such as General Educational Development (GED) certification, improving family literacy levels, and adult education classes
- ☐ Supporting your child's literacy development
- ☐ Helping my child learn to read/write
- ☐ Supporting my child in math/family math programs
- ☐ Test-taking tips—Scoring well on tests, and how parents can help, or other informational meetings regarding **state assessments**
- ☐ Science or other content area activities geared to parents: What My Child Needs to Know
- ☐ Informational sessions about **Every 1 Reads, Read to Achieve, etc.**
- ☐ Informational sessions about Extended School Services (ESS)
- ☐ Advanced Placement (AP) course information—Helping Your Child Enroll in Rigorous Classes (**GEAR UP Kentucky**)
- ☐ Helping your child prepare for college: Preparation Tracks and Tips
- ☐ Helping establish good work and study habits with your child/adolescent/teen
- ☐ Summer program offerings or other extended learning opportunities: Parent information session
- ☐ Learning styles: What parents need to know

Topics for Overall School Improvement

- ☐ Transition meetings
- ☐ Attendance
- ☐ Understanding the discipline code/plan
- ☐ Test-taking strategies/information for parents

- ☐ School safety issues
- ☐ Drop-out prevention: The parent's important role
- ☐ Drug/Alcohol/Tobacco/Substance abuse prevention
- ☐ Bullying: What parents need to know and do
- ☐ Keeping kids out of gangs: What a parent can and must do
- ☐ ADD and ADHD: Parent information session

Topics That Improve Parenting Skills

- ☐ Communicating with your adolescent/child/teenager
- ☐ Getting the most out of parent-teacher conferences
- ☐ Conflict resolution: Avoiding the fights
- ☐ Your child's self-esteem
- ☐ Nutrition and health, flu prevention, etc.
- ☐ Being a positive role model for your child
- ☐ Supporting your child's education
- ☐ Establishing routines, rules, and high expectations for your child
- ☐ Helping your child be responsible and organized
- ☐ Helping your child develop high self-esteem

Topics for Developing and Increasing Parent Capacity

- ☐ Understanding **ESSA**
- ☐ My child's **Title I** school: What does it mean?
- ☐ How can I be involved in the school? What a parent needs to know
- ☐ Graduation requirements: Information for parents
- ☐ **SBDM** training/committee membership: What are my responsibilities?

Purchasing Guidelines—Parent and Family Engagement

To effectively use targeted funds for the engagement of families in the education of their child, it is important to ensure that all expenditures comply with federal, state, and local guidelines. Below are the guidelines to consider during the fund planning and procurement process.

1. **Refreshments: NEW Update!**—Due to a recent Kentucky Department of Education (KDE) mandate, schools may not use more than **19 percent** of the overall parent and family education allocation on light refreshments.

Additionally:

- a. While full meals are not allowable, **light refreshments** are allowable and must be reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program.
 - b. Please use grocery vendors or JCPS Nutrition Services to purchase light refreshments ONLY. Restaurant vendors are strongly discouraged to avoid a purchase deemed excessive or unreasonable.
2. **All PFE purchases must receive prior approval** via a signed fund planning sheet before any purchase or PO is processed. (If purchasing food or supplies, a 0610 and/or Food Request Form must also be submitted and approved prior to purchase.) (See appropriate forms in handbook.)
 3. **Schools cannot use PFE funds on refreshments ONLY.**
 4. All expenditures must be necessary to conduct educational parent and family programs for parents that support the following:
 - i. Student achievement
 - ii. School improvement efforts
 - iii. Meaningful two-way communication between the school and parents
 - iv. CSIPs
 - v. District achievement initiatives
 5. All expenditures should encourage participation or attendance by parents in low-income areas. Expenditures must also support parent-identified needs based on survey/feedback.
 6. All expenditures should support parent participation in school and district parent and family engagement policy efforts.

See activities under Building Capacity for Involvement:

<https://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>

Additional Guidance

- [https://www.region10.org/r10website/assets/File/NCLB_AllowableCosts\(120414\)\(2\).pdf](https://www.region10.org/r10website/assets/File/NCLB_AllowableCosts(120414)(2).pdf)
- <https://eplan.tn.gov/documentlibrary/ViewDocument.aspx?DocumentKey=416122&inline=true>
- <http://www.nysed.gov/common/nysed/files/2017-18-title-i-a-allowable-unallowable-.pdf>
- <http://www.mckeechhs.org/wp-content/uploads/2017/06/title-i-tip-sheet.pdf>

Purchasing Resources—How to Spend PFE Funds Appropriately

Examples of Allowable Title I Parent and Family Engagement



The focus of expenditures for Title I PFE funds is on building the capacity of parents of Title I participating students to be able to join in an effective partnership with schools to support high student achievement. Expenditures should be planned in accordance with goals, objectives, and activities based on parental consultation. Such consultation must take place before any expenditures are made, be ongoing, and continue throughout the fiscal year. Expenditures should be reasonable and be made in accordance with Title I. **Please do not make out-of-pocket purchases, as they cannot be reimbursed.**

Expenditures

Examples of allowable PFE expenditures with Title I funds include the following:

- Family literacy training
- Parenting skills building
- Meetings to engage parents in planning, development, and evaluation of Title I Programs
- Professional-development (PD) sessions for parents to enable all students in the school to meet state performance standards during the regular school year and the summer
- Translation of information into any language spoken by a significant percentage of the parents of Title I participating students
- Costs of hiring teachers to provide classes or workshops for parents
- Expenditures for refreshments or food at parent workshops and trainings **(Refer to “JCPS Meals and Refreshments Guidelines.”)**
- English as a Second Language (ESL) and GED preparation courses for adults; evening classes that develop practical skills, such as computer proficiency
- Equipment and books to create a lending library collection for parents
- Equipment and supplies for a parent resource room to be used for parent workshops and other training sessions
- Transportation or babysitting service associated with attendance at workshops, meetings, or conferences
- Postage, communications, and printing to provide ongoing outreach and information services to parents **(Refer to Postage and Title I document; approved per mailing; majority of funds shouldn’t be used on postage.)**
- Activities for non-English-speaking parents
- Expenses related to parent-teacher conferences
- Contracts with community-based organizations to provide PFE services more appropriately provided by an external agency
- Guest speakers
- Parent field trips
- Childcare during meeting



Note: This is a list of examples of allowable expenditures. Allowable expenditures are not limited to this list. Remember, this is to increase PFE in our schools, so feel free to be creative. Reimbursements are **not** allowable.

Fund Planning Sheet

PLEASE ALLOW UP TO TWO TO FOUR WEEKS FOR APPROVAL.

This form MUST be completed, signed, and attached to ALL Parent Involvement requisitions in Munis.

School Name: _____ Purchase Coordinator: _____

Name of Purchase: _____ Location: _____

Date: (of Event) _____ Bookkeeper: _____ Ext. _____

Please explain the type(s) of purchase(s) you are making. (Check all that apply.)

- ☐ Food or Beverage (Food Request Form MUST be completed in ADDITION to this page.)
- ☐ Supplies (Form 0610 MUST be completed in ADDITION to this page.)
- ☐ Technology
- ☐ Speaker/Presenter
- ☐ Books
- ☐ Other: (Please explain.)

☐ **Eligibility Questionnaire:**

1.	Does this purchase enhance student achievement levels?	
2.	Is this purchase responsive to parent input and feedback?	
3.	Does this purchase support an extracurricular activity (e.g., band, clubs, sports) Answer should be NO to use PI Funds?	
4.	Does this purchase support the engagement and education of ALL parents, including ESL, homeless, foster care, and economically disadvantaged parents?	
5.	Is this purchase aligned with the CSIP?	
6.	Does this purchase support meaningful two-way communication and/or education of parents and families?	

☐ **Description of Purchase (Please include the purchase amount.)**

PLEASE ALLOW UP TO TWO TO FOUR WEEKS FOR APPROVAL.

Fund Planning Sheet (Page 2)

☐ **Rationale for Purchase:**

How will this purchase contribute to the **education** of parents/families/caregivers so that they are better prepared to help their student(s) at home? What will parents/caregivers/families learn?
OR How will this purchase help overcome a barrier to participation?

Does this purchase accompany a parent and family engagement event?

If NO, skip this portion, sign below, and submit to Chrystal Hawkins at chrystal.hawkins@jefferson.kyschools.us.

If YES, please complete the remaining portions of this form. (If you purchase food, you must also complete the Food Request Form.):

Date of Event:

Event Time and Duration:

Will teachers be paid to work this event?

Number of teachers who will be paid to work this event:

☐ **Rationale for Event:** **What will parents/caregivers/families learn as a result of your event?**

☐ **Agenda:** (if necessary, please paste your agenda below and attach your original agenda in Munis.)

Note: Funds paid out of pocket cannot be reimbursed.

Fund Planning Sheet (Page 3)

This form **MUST** be completed, signed, and attached to ALL Parent Involvement requisitions in Munis.

By signing, I acknowledge the request to use funds from code 310xx.

Principal Signature: _____ Date: _____

Bookkeeper Signature: _____ Date: _____

Title I Signature: _____ Date: _____

Please complete and submit to Chrystal Hawkins at chrystal.hawkins@jefferson.kyschools.us.

Once signed by Chrystal Hawkins, submit on Munis as an attachment to your purchase.

If you have any questions, please contact Chrystal Hawkins at (502) 485-6285 or Karen Moore at (502) 485-6605.

Food Request Form

This form **must** accompany a completed PFE Planning Sheet.
PLEASE ALLOW UP TO TWO TO FOUR WEEKS FOR APPROVAL.

School Name: _____ Purchase Coordinator: _____

Event Title: _____ Location: _____

Date: _____ Time: Begin _____ End _____

Number of People Attending: _____ Bookkeeper: _____ Ext. _____

Note: Funds paid out of pocket cannot be reimbursed.

☐ Refreshment Planning—Choose one below:

☐

I plan to serve refreshments.

☐

My meeting is two hours or less—\$2 a person allowable budget.

☐

My event is two hours or more—\$3 a person allowable budget.

☐ Vendor Information (grocery vendors preferred)

☐

I plan to use Nutrition Services.

Is this business a JCPS vendor?*

(If no, please contact Cheryl Keith to get them set up as a vendor.)

Vendor Name: _____

Are they on bid with JCPS? _____

Do they accept purchase orders from JCPS? _____

If not on bid, please complete the three-price quote below:

Refreshments during meetings involving parents or community—grants or activity funds only: Refreshments are only permissible with an approved educational justification explaining how food is an integral part of the educational program.

*To find out if a company is on bid, contact your purchasing clerk.

Vendor 1: _____	Vendor 2: _____	Vendor 3: _____

Food Request Form (Page 2)

Attach the completed Fund Planning Sheet with requisition in Munis.

(You can itemize each item or include total cost comparison for each potential vendor.)

Additional Supplies: If needed, please complete a Parent Involvement 0610 Request Form. Follow the instructions on the form (example: manipulatives, markers, paper, pens for Math Night).

Will supplies be needed for this event? ☐

Have you completed the PI 0610 request form? ☐

By signing, I acknowledge the request to use funds from code 310xx:

Principal Signature: _____ Date: _____

Bookkeeper Signature: _____ Date: _____

Title I Signature: _____ Date: _____

Please complete and submit to Chrystal Hawkins at **chrystal.hawkins@jefferson.kyschools.us**.
Once signed by Chrystal Hawkins, submit it on Munis as an attachment to your purchase.

If you have any questions, please contact Chrystal Hawkins at **(502) 485-6285** or Karen Moore at **(502) 485-6605**.

0610 (Supplies) Munis Request Form

According to the Kentucky Department of Education (KDE) and the federal government, a special request must be made to purchase any type of supplies using Munis code 0610. This request must be approved by KDE and Title I. Complete the form below, and submit it to Chrystal Hawkins. This form **must** accompany the PFE Planning Sheet.

Please note that approval is granted per request—only one request per form. The approval process could take up to four to six weeks, depending on the number of requests. It is highly recommended to plan ahead.

Name of School: _____

Event/Program: _____

Principal: _____

Tentative Date of Event: _____

Requested By: _____

Estimated Attendance: _____

Rationale/Purpose (How are you using this for parent involvement?):

List Supplies/Materials Requesting:

☐ List Continued on Next Page

Name of Item	Quantity	Price
Total		

For Title I Office Only:

☐ Title I Approved by: _____ Date: _____

☐ KDE Approved by: _____ Date: _____

Postage Policy

Postage and Title I Parent Involvement Funds

PRIORITY MAIL

As we look to get more parents involved in the education of their children please note that: Parent Involvement funds must be used for meaningful two-way communication between the school and parents.

Save Time and Money with JCPS Mail Center

Any additional questions contact:
Chrystal Hawkins
502-485-3240
Title I Component Specialist

JCPS Mail Center

Services and Guidelines

First-Class Mail

The Mail Center is capable of sending first-class mail (business size #10 or white 6" x 9" envelopes) at the discounted price of \$0.36 per piece for 1 oz and 2 oz mail. That's a \$0.10 to \$0.30 savings!

Bulk Mail

Send mail for as low as \$0.119 for each piece! Please call the Mail Center for instructions before you start a bulk mailing.

Contact Us

Van Hoose Mail Center 485-3550
Janet Jones (Mail Center Lead)
janet.jones1@jefferson.kyschools.us

C.B. Young Jr. Mail Center 485-3325
Ananda Pierce (Mail Center Lead)
ananda.pierce@jefferson.kyschools.us

For questions on Bulk Mail or Billing please contact Ananda Pierce.

Recommended

- Parent Surveys
- Parent Newsletters
- Parent Night/Program Flyers (HS & MS)
- Invitations to parent events
- Educational Tips for Parents

*Funds approved per mailing - not year long mailings
*Also take advantage of email, text, phone and social media

Not Recommended

- Postage Meter Machines
- No mailing of:
 - Report Cards
 - Progress Reports
 - Attendance Records
 - Registration Packets
 - Immunization Information
 - Club Information
- Progress Reports

ATTN: No more than 25% of Parent Involvement Funds can be used on postage.



(Report cards, progress reports, medical records, and other personal information may not be mailed as bulk mail. The mailing of these documents are paid out of general funding not Title I Parent Involvement)

Spending Title I Parent and Family Engagement Funds: A Worksheet

1. How much Title I PFE money do we have?
2. What are some good uses for these funds?
3. How did we spend our Title I PFE funds last year?
4. Was the plan successful? In what ways?
5. What ideas can we brainstorm for using Title I PFE funds that will enhance student achievement?
6. What ideas can we brainstorm for using Title I PFE funds that will enhance family literacy levels?
7. What ideas can we brainstorm for using Title I PFE funds that will enhance parenting skills?
8. What goals have been established in the school CSIP with which Title I PFE funds can assist?
9. What did the needs survey from the school's stakeholders tell us about the type of activities that were necessary?

Justification for Title I Parent and Family Engagement Funds Spending Plan



Spending Plan Checklist

1. How does this expenditure enhance student achievement levels?
2. How does this expenditure help with overall school improvement efforts?
3. How does this activity positively impact PFE and student achievement?
4. Is this activity aligned with the CSIP? In what ways?
5. How many parents and families (and, ultimately, students) will be affected by this activity, plan, and/or expenditure?

Frequently Asked Questions—Title I Parent and Family Engagement

1. May we spend our Title I PFE funds for a dinner to thank the parents for volunteering?

No, **Title I** PFE funds must be spent on meaningful PFE activities that lead to overall school improvement and/or increased student achievement levels. You may, however, pay for light refreshments for a parent meeting with **Title I** PFE funds.

2. May we wait until May to spend our Title I PFE funds?

Yes, you may wait; however, waiting until May to spend the funds will make it difficult to have a positive impact on the school for that school year (academic achievement, parent involvement, etc.).

3. Do I need to include parents in the planning of how Title I PFE funds are spent?

Yes, parents must be involved in the decision-making process of how the **Title I** PFE funds are spent.

4. Besides food, what else can we spend funds on?

Title I PFE funds can be spent on supplemental books for parents, parent trainings, workshops,

or family literacy activities. Some examples include meetings on helping the child with homework, family budgeting, preparing your child for test success, preventing substance abuse, dropout prevention, and preparing your child for college.

5. May we use Title I PFE funds to pay for faculty/staff lunches during meetings, such as Open House and Parent-Teacher Conference Days?

No, **Title I** PFE funds must be spent on activities that enhance parenting skills, improve student achievement levels, support overall school improvement efforts, computer training courses, state regional conferences **for** parents, etc.

6. May we spend our Title I PFE funds to pay for parent fees to chaperone field trips?

No, **Title I** PFE funds must be spent to increase student achievement levels or for overall school improvement efforts.

7. May we carry over our Title I PFE funds and use them next year?

No, you may not carry them over—use them or lose them.

8. Where can I get more information about the best use of our Title I PI funds?

Chrystal Hawkins, (502) 485-6285

Jefferson County Public Schools

District Meals and Refreshments Guidelines



Meals and refreshments, including beverages, are only allowable when in conjunction with a meeting having a clearly defined educational purpose. An agenda and sign-in sheet must accompany the payment request.

Limited exceptions may occur and must be approved **in advance** by a Cabinet member with notification to the chief financial officer.

Student and Adult Activity Funds are exempt from the following guidelines:

- **Staff morning or afternoon meetings**
 - Refreshments are not an allowable expense.
 - **Staff lunch or dinner meetings**
 - Lunch and dinner are not an allowable expense.
 - **Staff meetings after regular work hours**
 - Meetings lasting at least three hours—healthy snacks are available through School and Community Nutrition Services or may be purchased elsewhere and are limited to \$2 per person.
 - **Refreshments during meetings involving parents or community—grants or activity funds only**
 - Meetings of two hours or less—\$2 a person
 - Meetings of more than two hours—\$3 a person
 - **Meals during meetings involving parents or community—grants or activity funds only**
 - Meals are only permissible with an approved educational justification explaining
- how food is an integral part of the educational program being presented to the parents or community (for example, a healthy food preparation demonstration).
- Breakfast meetings—\$5 a person
 - Lunch meetings—\$10 a person
 - Dinner at a noncommercial site—\$15 a person
 - Dinner at a commercial site—\$25 a person (Activity Funds only)
- **Food provided to students**—Grants, activity funds, or general fund, if the following restrictions are met:
 - No food may be served until 30 minutes after the last lunch
 - Permitted after school or on weekends or days when school is not in session
 - Contact School and Community Nutrition Services for healthy options
 - Students may participate in parent or community meetings if the meeting is at least 30 minutes after the last lunch
 - Snacks—\$2 per student
 - Breakfast—\$5 per student
 - Lunch—\$10 per student
 - Dinner—\$15 per student

Thank YOU for your commitment to students and families!

Please share this handbook with your school staff and colleagues responsible for parent planning, purchasing, monitoring, or any other parent programming.



Title I Parent and Family Engagement Core Beliefs:

1. All families have dreams for their children and want the best for them.
2. All families have the capacity to support their children's learning.
3. Families and school staff are equal partners.
4. The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with district and school staff, especially district and school leaders.

From *Powerful Partnerships* (2017)

If you have additional questions or concerns, please contact:

Chrystal Hawkins, Title I Parent and Family Engagement Specialist

chrystal.hawkins@jefferson.kyschools.us

(502) 485-6285