



SCHOOL BOARD ACTION REPORT

DATE: June 4, 2019
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Anita Koyier-Mwamba, Family Partnership Manager,
aakoyiermwam@seattleschools.org;

Dr. Keisha Scarlett, Chief of Equity, Partnerships & Engagement,
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For Introduction: June 26, 2019
For Action: July 10, 2019

1. TITLE

Revise Board Policy No. 4130, Title I Parent & Family Engagement

2. PURPOSE

This Board Action Report makes edits and retitles Board Policy No. 4130, Title I Family Involvement, to Title I Parent & Family Engagement, in order to meet new requirements in Federal law. The changes highlight how policy and procedure have been blended into one policy.

3. RECOMMENDED MOTION

I move that the School Board amend and retitle Board Policy No. 4130, Title I Parent & Family Engagement, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

- a. **Background** The 2016 Every Student Succeeds Act (ESSA) provided guidance to expand the Title I, Part A Parent involvement policy to be Parent and Family Engagement. Under Title I, Part A, Parent & Family Engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning and wellness, and inclusion of families in the planning, development, and evaluation of such activities, programs, and systems. In addition, families play an integral role in assisting their child’s learning and are encouraged to be actively involved in their child’s education. Families become 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. Washington State School Directors Association (WSSDA) has updated Policy No. 4130 and procedure No. 4130SP to consolidate procedure language into the policy and add Family Engagement to the title of the policy.
- b. The Superintendent Procedure No. 4130SP is consolidated within the proposed update of Board Policy No. 4130 as per WSSDA recommendations.
- c. **Research** Title I, Part A has one of the strongest Parent and Family Engagement (PFE) components of all Title federal programs. PFE in a child’s education is a greater predictor

of academic success than whether a family is affluent or poor. That’s why Title I, Part A program insists on robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$0 .

The revenue source for this motion is \$0 .

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tiers of community engagement: Inform. This is a federal and State mandated policy update. Families and Community partners will be informed of the language changes in Policy No. 4130 written communications, in-person at meetings, the family partnerships website and through social media. A Parent Action Committee (PAC), or similar body, will continue to be informed about any ongoing updates. This policy is in alignment with Board Policy No. 4129 which provides oversight over all the District’s family engagement systems. The District has updated Superintendent Procedure No. 4129SP which included extensive community engagement. (Please see addendum for community engagement: A Call to Serve and Appendix One: The Participants.)

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

7. EQUITY ANALYSIS

Parent and Family Engagement is vital to raising the next generation through shared responsibility. When families, communities and schools work together, students are more successful and the community benefits. Title I Parent and Family Engagement prioritizes the advancement of educational equity for historical underserved groups and their families. While this policy is primarily designed for utility at Title I schools, it is equally beneficial to all schools. In applying the Equity Analysis tool, we recognize that this policy can produce gap closing opportunities if implemented with fidelity. Stakeholders in this case are school communities including parents, students, staff and school administrators. Strategies such as shared parent school agreements/compacts are beneficial in engaging parents at a decision-making level at schools. This builds confidence and encourages parent presence which directly link to learning. A confident parent is an asset to any school.

Benefit/Burden: The benefit of this policy update is to improve school climate and culture as well as increasing academic performance and mitigating out of class time.

Burden: Title I schools are often saddled with negative narratives. These negative narratives of poverty and failing schools can be heavy and discouraging for families furthest from educational justice. If the intent of this policy is met, race will be a lesser or non-factor in determining access to programs and supports for students who are exceptional and under resourced or well-resourced and have unique learning attributes that impact their learning. This policy creates a space at any table for any family who experiences exclusion at school to know how to advocate for their right to engage at school. We will actively engage families of color, immigrants, and refugees by meeting them where they are. Our shared expectation is that parents are the first and lifelong teachers of their children. We must respectfully partner with them and share power and responsibility in student learning and school level decision-making.

In order to ensure accountability for the implementation of this policy we will;

- a. Ensure all Title I Schools have a School-Parent Compact, and involve families in the development of the compact;
- b. Provide timely notice for opportunities for family leadership
- c. Meet with school leaders and designated family engagement leadership teams to support continuous improvement.

8. STUDENT BENEFIT

Students who attend a school which receives Title I, Part A funding directly benefit through the increased shared responsibility that a strong parent and family engagement policy provides at the district and school level.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

This motion amends Policy No. 4130. In addition, this motion is related to Board Policy No. 4129. Board Policy No. 4129 is the general policy regarding family engagement for all Seattle Public Schools. Board No. 4130 is specific to Title I schools.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on June 12, 2019. The Committee reviewed the motion and moved it forward to the full Board for approval.


12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Policy will immediately go into effect and will be posted on the district's website.

In addition, the Equity, Partnerships, & Engagement will develop the meeting schedule for the Parent Action Committee.

13. ATTACHMENTS

- Board Policy No. 4130, Title I Parent and Family Engagement – clean (for approval)
- Board Policy No. 4130, Title I Parent and Family Engagement – redline (for reference)
- Board Policy No. 4130 - current Board Policy (for reference)
- Superintendent Procedure 4130 SP, Title I Parent and Family Engagement (for reference)
- WSSDA model Policy No. 4130, Title I Parent and Family Engagement (for reference)
- Addendum for Section 6: Community Engagement: A Call to Serve and Appendix One: The Participants (for reference)

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|  | <p>TITLE I PARENT AND FAMILY ENGAGEMENT</p> | <p>Policy No. 4130</p> <p>[DATE]</p> <p>Page 1 of 4</p> |
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The Seattle School Board recognizes that parent and family engagement helps students participating in Title I programs to achieve academic standards. To promote parent and family engagement, the Board adopts the following policy, which describes how the district will engage parents and family members of Title I students in developing implementing the district’s Title I programs.

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement.

- A. The district will engage parents and family members in jointly developing the district’s Title I plan.
 - a. An Annual meeting of parents, guardians of participating Title I students will be held to explain the goals and purposes of the Title I program. The district-wide meeting(s) location, date, and time will be communicated to principals in buildings who receive Title I supplemental funding for dissemination to parents and families. Information regarding this meeting(s) will be posted on the District’s Title I and Family Partnership website, included within the School Leadership Communicator, and through all other typical communication methods.
 - b. Parents, guardians and families will be given the opportunity to participate in the development, operation, and evaluation of the program at the annual Parent Action Committee meeting(s).
 - c. Parents, guardians and families will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs at the annual Parent Action Committee meeting(s).
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family engagement activities to improve student academic achievement and school performance.
- C. The district will conduct, with meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving academic quality of all Title I schools. At the meeting(s), the following will be identified:

- a. Barriers to greater participation by parents and families in Title I Activities;
- b. The needs of parents, guardians and family members to assist in the learning of their children, including engaging with school personnel and teachers, and;
- c. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise this policy if necessary.

The district will facilitate removing barriers to parent, guardian and family engagement by doing the following:

- a. Conducting joint parent, guardian and family meetings;
 - b. Hold meetings at various times of the day and evening; and
 - c. Facilitate parent/guardian attendance at meetings through the payment of transportation and childcare costs.
- D. The district will engage parents(s)/guardian(s) of Title I students in decisions on how the Title I funds reserved for parent, guardian and family engagement are spent. The district must use Title I funds for parent, guardian and family engagement for at least one of the reasons specified in 20 U.S.C § 6318(a)(3)(D).
- E. The district and each of the schools within the district providing Title I services will do the following to support and provide assistance through a partnership among schools, parent(s), guardian(s) and the community to improve student academic achievement by helping them to understand the following topics:
- a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternative assessments;
 - c. The requirements of Title I;
 - d. How to monitor their child's progress; and
 - e. How to work with educators to improve the achievement of their children.

The district will provide materials and training to help parents, guardians and families to work with their children to improve their children's academic achievement, such as literacy training, using technology, as appropriate, to foster care engagement;

- a. Giving guidance as to how parents can assist at home in the education of their child;
- b. Holding parent meetings at various times of the day to parents and guardians to participate;
- c. Outlining Title I, Part A supports for students in foster care throughout the district; and
- d. Provide opportunities for parents/guardians to meet with classroom and Title I, Part A teachers to discuss their child's progress.

Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with assistance of parents and

guardians, in the value of utility of contributions of parents and how to do the following;

- a. Reach out, communicate with, and work with parents as equal partners;
- b. Implement and coordinate parent programs; and
- c. Build ties between parents and the school.

Coordinate and integrate parent, guardian and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:

- a. Head Start;
- b. Learning Assistance Program;
- c. Special Education; and
- d. City of Seattle funded preschool programs.

Ensure that information related to the school and parent, guardian and family programs, meetings and other activities, is sent to the parents and/or guardians of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents and guardians can understand. Information to the families will be delivered through the district's website, translated information, letters sent home and through email.

School-Based Parent, Guardian and Family Engagement Policies

Each school offering Title I, Part A services will have a separate parent, guardian and family engagement policy, which will be developed with parents, guardians and family members of Title I students. Parents, guardians and family members will receive notice of their schools' parent, guardian and family engagement policy in an understandable and uniform format and, to extent practicable, in a language parents and guardians can understand.

Each School-Based Policy will describe how each school will do the following:

- A. Convene and annual meeting at a convenient time, to which all parents and guardians of Title I students will be invited and encouraged to attend, to inform parents of their school's participation under Title I, to explain the requirements of Title I, and to explain the rights that parents and guardians have under Title I;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Engage parents and guardians, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- D. Provide parents and guardians of Title I students the following:
 - a. Timely information about Title I programs;
 - b. A description and explanation of the 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

- c. If requested by parents or guardians, 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.

Each school-based policy will include a school-parent compact that outlines how parents, guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent or guardian will be responsible for supporting their child's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their child, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents/guardians in an ongoing basis through the following:
 - a. Annual parent/guardian-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
 - b. Frequent reports to parents or guardians on their child's progress;
 - c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - d. Ensuring regular two-way, meaningful communication between parents, guardians and family members and staff, and, to what extent practicable, in a language parents, guardians and family members can understand.

Adopted: September 2011

Revised: [date]

Cross Reference: Policy No. 0030, Policy No. 4129

Related Superintendent Procedure: procedure will roll into policy based on WSSDA model

Previous Policies: E10.01

Legal References: PL 107-110, Section 1118(a)

Management Resources: Policy News, October 2008, June 2005, August 2003



TITLE I PARENT AND FAMILY INVOLVEMENT/ENGAGEMENT

Policy No. 4130

September 7, 2011

[DATE]

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The Seattle School Board recognizes that parent ~~involvement contributes to the achievement of academic standards by~~ and family engagement helps students participating in Title I programs to achieve academic standards. To promote parent and family engagement, the Board adopts the following policy, which describes how the district programs. The Board views the education of students as a cooperative effort among school, will engage parents and community. The Board expects that its schools will carry out family members of Title I students in developing implementing the district's Title I programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of.

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement.

- A. The district will engage parents in regular, two-way, and meaningful and family members in jointly developing the district's Title I plan.
 - a. An Annual meeting of parents, guardians of participating Title I students will be held to explain the goals and purposes of the Title I program. The district-wide meeting(s) location, date, and time will be communicated to principals in buildings who receive Title I supplemental funding for dissemination to parents and families. Information regarding this meeting(s) will be posted on the District's Title I and Family Partnership website, included within the School Leadership Communicator, and through all other typical communication involving student academic learning and other school activities, including ensuring that parents:
 - A. Play an integral role in assisting their child's learning;
 - B. Are encouraged to be actively involved in their child's education at school; Parents, guardians and
 - C. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in families will be given the education of their child.

The Board of Directors adopts as part of this policy the following guidance for parent involvement. The district shall:

- ~~A.b. _____ Put into operation programs, activities and procedures for the involvement of parents in all of its Title I, or equivalent federal program replacing or modifying Title I, schools consistent with federal laws including opportunity to participate in the development, operation, and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children; the program at the annual Parent Action Committee meeting(s).~~
 - ~~c. _____ Provide Parents, guardians and families will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs at the annual Parent Action Committee meeting(s).~~
 - B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent involvement and family engagement activities to improve student academic achievement and school performance.
 - ~~C. _____ Build the schools' and parents' capacity for strong parental involvement;~~
 - ~~D. _____ Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Parents As Teachers, Home Instruction, Special Education, Preschool Youngsters, and State-run preschools;~~
 - C. Conduct, with the involvement of parents The district will conduct, with meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with all Title I funds including: identifying barriers schools. At the meeting(s), the following will be identified:
 - a. Barriers to greater participation by parents and families in Title I Activities;
 - ~~E.b. _____ The needs of parents in Title I-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and, guardians and family members to assist in the learning of their children, including engaging with school personnel and teachers, and;~~
 - c. Involve Strategies to support successful school and family interactions.
- The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise this policy if necessary.
- The district will facilitate removing barriers to parent, guardian and family engagement by doing the following:
- a. Conducting joint parent, guardian and family meetings;
 - b. Hold meetings at various times of the day and evening; and

- c. Facilitate parent/guardian attendance at meetings through the payment of transportation and childcare costs.
- D. The district will engage parents-of-(s)/guardian(s) of Title I students in decisions on how the Title I funds reserved for parent, guardian and family engagement are spent. The district must use Title I funds for parent, guardian and family engagement for at least one of the reasons specified in 20 U.S.C § 6318(a)(3)(D).
- E. The district and each of the schools within the district providing Title I services will do the following to support and provide assistant through a partnership among schools, parent(s), guardian(s) and the community to improve student academic achievement by helping them to understand the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternative assessments;
 - c. The requirements of Title I;
 - d. How to monitor their child's progress; and
 - e. How to work with educators to improve the achievement of their children-served in.

The district will provide materials and training to help parents, guardians and families to work with their children to improve their children's academic achievement, such as literacy training, using technology, as appropriate, to foster care engagement;

- a. Giving guidance as to how parents can assist at home in the education of their child;
- b. Holding parent meetings at various times of the day to parents and guardians to participate;
- c. Outlining Title I, Part A school supports for students in decisions about how foster care throughout the district; and
- F.d. Provide opportunities for parents/guardians to meet with classroom and Title I, Part A funds reserved for parental involvement are spent teachers to discuss their child's progress.

~~The Superintendent is authorized to develop procedures for this policy, as necessary.~~

Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with assistance of parents and guardians, in the value of utility of contributions of parents and how to do the following:

- a. Reach out, communicate with, and work with parents as equal partners;
- b. Implement and coordinate parent programs; and
- c. Build ties between parents and the school.

Coordinate and integrate parent, guardian and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:

- a. Head Start;
- b. Learning Assistance Program;
- c. Special Education; and
- d. City of Seattle funded preschool programs.

Ensure that information related to the school and parent, guardian and family programs, meetings and other activities, is sent to the parents and/or guardians of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents and guardians can understand. Information to the families will be delivered through the district's website, translated information, letters sent home and through email.

School-Based Parent, Guardian and Family Engagement Policies

Each school offering Title I, Part A services will have a separate parent, guardian and family engagement policy, which will be developed with parents, guardians and family members of Title I students. Parents, guardians and family members will receive notice of their schools' parent, guardian and family engagement policy in an understandable and uniform format and, to extent practicable, in a language parents and guardians can understand.

Each School-Based Policy will describe how each school will do the following:

- A. Convene and annual meeting at a convenient time, to which all parents and guardians of Title I students will be invited and encouraged to attend, to inform parents of their school's participation under Title I, to explain the requirements of Title I, and to explain the rights that parents and guardians have under Title I;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Engage parents and guardians, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- D. Provide parents and guardians of Title I students the following:
 - a. Timely information about Title I programs;
 - b. A description and explanation of the 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
 - c. If requested by parents or guardians, 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.

Each school-based policy will include a school-parent compact that outlines how parents, guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school

and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent or guardian will be responsible for supporting their child's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their child, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents/guardians in an ongoing basis through the following:
 - a. Annual parent/guardian-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
 - b. Frequent reports to parents or guardians on their child's progress;
 - c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - d. Ensuring regular two-way, meaningful communication between parents, guardians and family members and staff, and, to what extent practicable, in a language parents, guardians and family members can understand.

Adopted: September 2011

Revised: -[date]


Cross Reference: Policy No. 0030, Policy No. 4129

Related Superintendent Procedure: 4130SP procedure will roll into policy based on WSSDA model

Previous Policies: E10.01

Legal References: PL 107-110, Section 1118(a)

Management Resources: Policy News, October 2008[;], June 2005[;], August 2003

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|  | TITLE I FAMILY INVOLVEMENT | Policy No. 4130 September 7, 2011 Page 1 of 2 |
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The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

- A. Play an integral role in assisting their child's learning;
- B. Are encouraged to be actively involved in their child's education at school; and
- C. 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.

The Board of Directors adopts as part of this policy the following guidance for parent involvement. The district shall:

- A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title I, or equivalent federal program replacing or modifying Title I, schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
- B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.
- C. Build the schools' and parents' capacity for strong parental involvement;
- D. Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Parents As Teachers, Home Instruction, Special Education, Preschool Youngsters, and State-run preschools;
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities,

with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children;
and

- F. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent.

The Superintendent is authorized to develop procedures for this policy, as necessary.

Adopted: September 2011

Revised:

Cross Reference:

Related Superintendent Procedure: 4130SP

Previous Policies: E10.01

Legal References: PL 107-110, Section 1118(a)

Management Resources: *Policy News*, October 2008; June 2005; August 2003

Superintendent Procedure 4130SP

Title I Parent and Family Engagement

Approved by: _____ Date: _____

Denise Juneau, Superintendent



The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement policy, plan and programs comply with the requirements of federal law.

- A. The district will take the following actions to involve parents in the joint development of its district wide parental engagement plan:
 1. An annual meeting of parents of participating Title I students shall be held to explain the goals and purposes of the Title I program. Meeting(s) will be held by the last day of October each school year. Unless otherwise specified, this meeting will occur at the John Stanford Center for Educational Excellence. General coordination is the responsibility of the Office of Grants & Fiscal Compliance in cooperation with the Office of School and Family Partnerships. Parents representing Title I schools will be invited.
 2. Parents will be given the opportunity to participate in the development, operation and evaluation of the program. The Parent Advisory Committee (PAC) will provide multiple opportunities throughout the school year for parents to participate.
 3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. The district will facilitate Family Symposiums to encourage parents to actively participate. In addition they will be invited to provide input via email or paper submissions to the Office Grants & Fiscal Compliance at any time.

- B. The district will take the following actions to involve parents in the process of school review and improvement:
 1. Parents will be given the opportunity to review the school improvement plan. The District Improvement Plan (DIP) and the Continuous School Improvement Plans (C-SIP) will be accessible to parents through the district website. Individual school C-SIPs will be on file at each school building for parents to review.
 2. Parents will be encouraged to participate in the building self-review. Building Leadership Teams will conduct a self review of the C-SIP annually each school year. Building leadership is responsible for individual school parent engagement. The Office of Grants & Fiscal Compliance will monitor this engagement.

- C. The district will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental engagement activities:
 1. Identify barriers to greater participation by parents in parental engagement activities;

2. Use findings of the evaluation to design strategies for more effective parental engagement; and
 3. Revise, when necessary, the district and school parent engagement policies.
- D. The district will coordinate and integrate parental engagement strategies with similar strategies under the following other programs, such as:
Head Start;
1. Learning Assistance Program;
 2. Special Education; and
 3. State-operated preschool programs.

The district shall facilitate removing barriers to parental engagement by activities such as:

1. Conducting joint parent meetings with other programs;
 2. Holding meetings at various times of the day and evening;
 3. Arranging for in home conferences;
 4. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and child care costs.
- E. The district will conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of the parental engagement policy.
- F. The district will build the schools' and parent's capacity for strong parental engagement through the following:
1. The school district will, with the assistance of its Title I, Part A schools, provide information to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - a. The State's essential academic learning requirements,
 - b. The State and local academic assessments including alternate assessments,
 - c. How to monitor their child's progress, and
 - d. How to work with educators. The Office of Grants and Fiscal Compliance will work directly with the district and schools by providing a consulting teacher to support buildings in providing information on how to work with their child's teacher.
 2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, by:
 - a. Giving guidance as to how parents can assist at home in the education of their child;
 - b. Holding parent meetings at various times of the day and evening to provide parents:
 - Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Opportunities to submit parent comments about the program to the district.
 - Opportunities to meet with the classroom and Title I, Part A teachers to discuss their children's progress.

- G. School district personnel will work with teachers, principals and other staff, to reach out to, communicate with, and engage parents as equal partners. The district will provide:
1. An explanation of the reasons supporting their child's selection for the program;
 2. A description and explanation of the school's curriculum;
 3. Information in the academic assessment used to measure student progress;
 4. Information on the proficiency levels students are expected to meet; and
 5. The district will provide families with an annual School Report.
- H. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
1. Distribute the Title I Parent and Family Engagement policy on a annual basis through Back to School newsletters at each building, first day packets and the district website; and
 2. To the extent needed and practicable, distribute the Title I Parent and Family Engagement policy in multiple languages or formats.

School-Based Parent Engagement Policy

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

The building-level Title I , Part A parent and family engagement policy will meet the following requirements: a) Each building in the district receiving Title I, Part A funds shall jointly develop with and distribute to parents of students served in the program a written building-level policy, agreed upon by parents of Title I served students; b) The policy will outline how parents, school staff and students share responsibility for student achievement in meeting academic standards; c) Parents will be notified of the policy in an understandable and uniform format; d) To the extent practicable, the policy will be provided in a language the parents can understand; and e) The policy will be evaluated with parents annually.

Approved: September 2011
Revised: [date]
Cross Reference: Policy No. 4130

Title I Parent and Family Engagement

The board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district will involve parents and family members of Title I students in developing and implementing the district's Title I programs.

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

- A. The district will involve parents and family members in jointly developing the district's Title I plan. *(Describe how the district will involve parents and family members, for example, holding an annual meeting, giving parents and opportunity to review the plan, inviting parent comments, etc.)*
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
 1. Barriers to greater participation by parents in Title I activities;
 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following: *(Describe how the district will facilitate removing barriers, for example, conducting joint parent meetings with other programs, holding meetings at various times of the day and evening, arranging for in home conferences. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and childcare costs).*

- D. The district will involve parents of Title I student in decisions about how the Title I funds reserved for parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
- E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:
 1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;

- c. The requirements of Title I;
 - d. How to monitor their child's progress; and
 - e. How to work with educators to improve the achievement of their children.
2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. *(Describe the materials and training that will be provided, for example, giving guidance as to how parents can assist at home in the education of their child, holding parent meetings at various times of the day and evening to provide parents, providing opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, submitting parent comments about the program to the district, and providing parents with opportunities to meet with the classroom and Title I, Part A teachers to discuss their child's progress.)*
 3. 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 how to do the following:
 - a. Reach out, communicate with, and work with parents as equal partners;
 - b. Implement and coordinate parent programs; and
 - c. Build ties between parents and the school.
 4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Head Start;
 - b. Even Start;
 - c. Learning Assistance Program;
 - d. Special Education; and
 - e. State-operated preschool programs.
 5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

(Describe how the district will provide the information, for example, school bulletin, website, beginning of school information, etc.)

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- A. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;

- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- D. Provide parents of Title I students the following:
 - 1. Timely information about Title I programs;
 - 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - 3. 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.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
 - 1. Annual parent-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
 - 2. Frequent reports to parent's on their children's progress;
 - 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Classification: Essential (if school receives Title I funds)

Legal References: 20 USC 6311 State plans ("Every Student Succeeds Act")
 20 USC 6312 Local educational agency plans
 20 USC 6318 Parent and family engagement

Management Resources: Policy News, October 2008 Family Involvement Policy
 Policy News, June 2005 Title I Parental Involvement Policy
 Policy News, August 2003 No Child Left Behind Update

Adoption Date:
Classification: **Essential**
Revised Dates: **8.03; 06.05; 10.08; 12.11; 2.18**

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THE CALL TO SERVE

In February 2018, the Seattle Public Schools (SPS) School-Family Partnerships Department launched a Family Engagement Task Force. The school district determined that although previous efforts to improve family engagement were insightful, there was a need to gather a group to revisit and actualize its intention to create environments and systems to ensure that families are able to support their students with ease, enthusiasm, and consistency.

The task force was charged with creating a multiyear plan for district-wide family engagement with some recommended engagement strategies. The focus of the task force was SPS Strategic Plan Goal 3: Strengthening School, Family, and Community Engagement; Superintendent SMART Goal #2: Welcoming Environments; and Superintendent SMART Goal #4: Community Engagement and Collaboration.

THE PARTICIPANTS

The task force included a combination of parents, community-based organizations, school staff, and district staff. The combination of participants and the dynamics of the processes used engaged over 33 individuals, representing 11 organizations and multiple families from all district regions.

The task force participants invested a tremendous amount of time and attention on the process. SPS conducted five meetings for a total of 15 hours over a four-month period. The meetings were held on Saturdays and weekday evenings at the John Stanford Center for Educational Excellence. Although each participant varied in his or her level of involvement, many engaged in three or more meetings over the course of the process. A list of invited and actual participants can be found in Appendix One.

THE ENGAGEMENT PROCESS

SPS secured Soul Light, a consulting firm with over 15 years of experience in working with school districts across the country and local Seattle community organizations, to facilitate the Family Engagement Task Force meetings. The engagement process for this effort utilized document review and meetings with the School-Family partnership team as the primary method of gathering information. This information was then used to inform the facilitation process and work of the Family Engagement Task Force.

Recognizing the historical background of family engagement within SPS, the task force meetings began with a focus on building relationships and establishing trust. All participants involved in this process were eager to establish a level of clarity, sincerity, and trust before setting expectations and establishing accountability measures for themselves and others.

Five working meetings were held from February 2018 to June 2018. In these meetings, the task force collectively focused on the following:

- Defining family engagement
- Reviewing and aligning with existing efforts and plans (Appendix Two)
- Creating an action-oriented plan for district-wide family engagement

The key steps of the engagement process are listed in chronological order:

- Meeting one focused on relationship building and identifying the challenges and greatest hopes for family engagement across the district. (February 2018)
- Meeting two focused on exploring existing definitions and creating a new definition of family engagement. (March 2018)
- Meeting three focused on reviewing existing plans and recommendations related to family engagement and seeing how the identified challenges and hopes from the first meeting aligned with them. This created the foundation for the content of the action plan chart. (April 2018)
- Meeting four focused on filling in gaps of the draft action plan and assigning roles and responsibilities for students, families, school staff, and district staff. (May 2018).
- Meeting five focused on reviewing the final action plan chart and the process of working together as a task force. (June 2018)

A DIFFERENT APPROACH

Many dynamics contributed to the successful engagement process and completion of the Family Engagement Action Plan. At the onset of the project, SPS acknowledged that many organizations and individuals working with the district had varied experiences with family engagement. Previous attempts to organize and represent such varied interests' processes and products often resulted in groups not working well together or producing plans that were not easily implemented. Additionally, previous efforts were also unsuccessful frequently because of engagement exhaustion and overwhelming needs that were typically exacerbated by leadership changes and insufficient funding.

Armed with this awareness, SPS and Soul Light agreed to implement a different approach when working with the task force. This approach focused on engaging task force members through genuine relationships, authentic collaboration, and unwavering transparency in both collective and individual intentions, information, and accountability.

The ten primary engagement practices implemented to ensure the success of the project are as follows:

1. Investing in relationships first
2. Acknowledging and addressing the need for collective healing before beginning the work
3. Embedding a variety of cultural practices and preferences into meeting design and facilitation
4. Practicing radical transparency in thought, action, and information
5. Creating an environment that ensures everyone's dignity and respect would remain intact
6. Acknowledging the need for a respected champion for the effort
7. Sharing new information in person to minimize the potential for misinterpretation while inviting feedback and corrections as needed
8. Inviting the right people to the right conversations
9. Keeping true to the language and tone of how participants offered words and ideas
10. Instilling excitement in task force members as they create and implement an unedited destiny for the district and its students
11. Honoring where we have come from and how we are moving forward

APPENDIX ONE: THE PARTICIPANTS

The following individuals and organizations accepted the invitation to participate in the engagement process for the Family Engagement Action Plan. If you or someone you know is not listed and would like to be a part of future family engagement efforts, please contact the SPS School-Family Partnerships Department directly at (206) 252-0513.

| Name | Role or Organization |
|---------------------------|---|
| 1. Amina Abdale | Family (At-large) |
| 2. Lara Allen | Family (NE) |
| 3. Lakema Bell | Family (SE) |
| 4. Deenie Berry | SPS (Multi-Tiered System of Support) |
| 5. Sebrena Burr | Seattle Council PTSA |
| 6. James Bush | SPS (School-Family Partnerships) |
| 7. Carri Campbell | SPS (School-Family Partnerships) |
| 8. Roy Chan | Seattle Housing Authority |
| 9. Marissa Chavez | Family (SW) |
| 10. Lori Chisolm | City of Seattle (Parks & Recreation) |
| 11. Mary Fickes | SPS (Advisory EL) |
| 12. Veronica Gallardo | City of Seattle (Dep of Ed & Early Learn) |
| 13. Beth Graves | Communities in Schools |
| 14. Max Greenberg | University of Washington |
| 15. Matthey Gulbranson | Family (ESD) |
| 16. Diana Hinshaw | Family (NE) |
| 17. Alesia Jessie | SPS (Family Support) |
| 18. Sarah Kent | PTA |
| 19. Anita Koyier-Mwamba | SPS (School-Family Partnerships) |
| 20. Heather Maiani-Pierce | SPS (Olympic View Elementary) |
| 21. Munira Mohamed | East African Community Services |
| 22. Seth Messinger | Family (NW) |
| 23. Rachel Nakanishi | SPS (Communications) |
| 24. Robert Njegovan | Highly Capable Advisory Services Cmte. |
| 25. Jennifer Ogle | Family (SW) |
| 26. Concie Pedroza | SPS (Race & Equity Team) |
| 27. Gloria Renfrow | Family (NW) |
| 28. Mohamed Roble | SPS (School-Family Partnerships) |
| 29. Asosa Sailiai | SPS (School-Family Partnerships) |
| 30. Margo Siegenthaler | SPS (Student Support SPED) |
| 31. Emijah Smith | African American Parent Group |
| 32. Amy Viklund | Family (At-large) |
| 33. Tania Westby | SPS (Aki Kurose Middle School) |