



Welcome back, Wolverines!!

Join us at Open House to see the great things going on at Webster!

September 15, 2022 Agenda

1. Parent Meeting in the cafeteria
2. Our School's Success
3. Our School's Goals
4. Ways to Get Connected
5. Title 1 Parents Rights & Responsibilities
6. Wolverine BINGO!!!!
7. Classroom visits, visit the book fair, join PTO and shop Webster merchandise!

As a parent at a Title 1 school, did you know?

You have rights which guarantee your access to information about your child's teachers' qualifications, the academic progress of your child, the curriculum being taught, and the progress and overall goals of our school. A copy of these is available tonight as well as in the front office.

I, _____ do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on these projects. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to these projects and will not be used for matching funds on this or any special project, where prohibited.

Assurances – The school will:

- Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8108 of ESEA;
- Involve the parents of children served in Title 1, Part A in decisions about how Title 1, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available to the local community.;
- Involve parents, in an organized, ongoing, and timely way, in the joint development of planning, reviewing, and making improvements to the Parent and Family Engagement Plan;
- Use the findings of the Parent and Family Involvement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent and Family Engagement Plan;
- If the plan for Title 1, Part A, developed under ESEA Section 1116, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- Provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal

Date**Parent and Family Engagement Mission Statement**

Response: Webster Elementary School works in partnership with families and the community to develop knowledge, social-emotional skills, and ethical, compassionate character through enriched learning activities and creative expression through the arts. Together, all partners strive to remove barriers to learning so all students can experience success in a thriving community where the school serves as its center with positive and supportive links to the wider community.

Involvement of Parents

Describe how school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title 1 programs including involvement in the decisions regarding how funds for parental involvement will be used [ESEA Section 116].

Response: The School Advisory Council (SAC) in cooperation with the Parent Teacher Organization meets monthly to review the plan and provide input into the development of the plan. The review of the plan occurs in the spring for the following year. Funds for parent involvement are discussed during SAC meetings and members vote on how they are spent. SAC meetings are posted and advertised. Members of the SAC committee are chosen to reflect the demographic makeup of the school. Members are given an opportunity to volunteer. If the SAC composition does not reflect out demographic, members are actively recruited to meet said

demographic. The SAC composition is balanced to meet these criteria. The PTO members volunteer their time. Monthly meetings are open to anyone who is interested in attending. All input from parents is documented in the meeting notes.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title 1, Part C, Title II, Title III, Title IV, and Title VI [ESEA 1116].

	Program	Coordination
1	Meet the Teacher	Teachers converse with parents to let them know what they can expect at the grade level and ways they can assist their child at home, i. e. writing in planner, checking & signing the planner, checking for homework and accuracy.
2	PBIS	Positive Behavior Intervention Support systems will be implemented school wide. Expectations will be communicated to parents, teachers, students and community. The parent will be taught the school wide system to help them understand the policies of the school and how to reinforce them at home.
3	Title 1	These funds will be used to provide parent involvement communication which will be sent to give parents tips on ways to assist their child with homework, study skills, reading etc. It will also include current events in the life of the school and resources provided at the school for family support.
4	Title II	Parents will be provided information through teachers. Teachers will be provided training such as guided reading, reading and math resources, standards, intervention programs and assessment programs in order to explain to parents where their child is functioning and ways to assist at home. Sharing of information will be during parent conferences and school wide parent programs.
5	Title 1	Title 1 school activities are scheduled for the year for students. A parent training component is provided for each parent program we host. Training topics for parents include Florida State Standards and other programs used at school, as well as testing.
6	Head Start	The Head Start Program is located at Webster. Students are served at our school site. Head Start requires parents to meet with the teachers and provides monthly parent meetings to provide parent trainings on school readiness and parenting skills. Parents are met with quarterly to discuss progress and teach parents how to better assist their child at home with topics such as health and nutrition, behavior management, and early literacy skills.
7	Nemours' Bright Start	Classes are held for parents to learn early literacy strategies to help them prepare their classes to enter kindergarten.
8	Pre-K Monday Funday	Through collaboration with the Title1, Head Start and VPK every Monday night, engaging family literacy activities are planned for pre-k students and their parents. At each Monday Funday event, there is always an instructional component to help parents learn to teach school readiness skills to their child. A school psychologist is available for consultation with parents at Monday Fundays. A research-based parent curriculum is provided to parents at the fourth Monday Funday of each month.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title 1 program, the nature of the Title 1 program. Adequate Yearly Progress, school choice, and the rights of parents.

	Activity/Tasks
1	Plan for Title 1 Annual Meeting
2	Advertise the Annual Meeting
3	Conduct the Annual Meeting in conjunction with Open House

4	Conduct Classroom Information Session
5	Post Title 1 information on the website

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how school may provide with Title 1 funds, transportation, child care, or home visits, as such services related to parent and family engagement [ESEA Section 1116].

Response: Meetings are offered at different times to accommodate parents' schedules. Some are held in the morning and others in the evening. An example of flexible parent meetings is that annually, school holds mandatory parent conferences tied to the first quarter report cards. The schools will offer flexible meeting times for parents over the course of a week. Teachers will schedule meetings with parents directly. Some meetings will be held during the school day at various times and others will be held before or after school. The school is going to offer SAC and PTO meetings with a call-in option so parents who are unable to attend in person can attend the meeting via phone.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. Describe the school's actions to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under (ESEA Section 1116).

	Content and Type of Activity	Anticipated Impact on Student Achievement
1	Awards programs to recognize students and encourage them to be motivated to do good work.	Families will show support of student academic and character success which will lead to increased praise and motivation for students.
2	Student planners to provide a vehicle for parents and teachers to communicate.	Effective communication of homework assignments and written communication which will lead to increased student achievement by communicating expectations and increased understanding of grade level expectations.
3	Parent/Teacher Conferences	Parent awareness of grades and academic data will lead to increased student achievement by increasing parent understanding of grade level expectations.
4	SAC Committee	Data portion to inform parents of school wide data and legislative changes that effect the school. This increased understanding will give parents a knowledge base of what grade level performance looks like.
5	Resource Table at Scheduled Events	Increase parent knowledge of school programs and offer grade/age specific resources leading to increased understanding and achievement.
6	SAC Plan and Accountability Report	Planning tool for school improvement in all academic areas which will lead to increased student achievement by educating the community of our demographics and areas of need.

7	Open House for Pre-K - 5th Grade	Build awareness of Florida standards and what to expect of student assignments at home as well as connect with their child's teacher and establish a relationship of communication between home and school. Also, gain information about school behavior and SEL programs that will support school and student success.
8	WE CAN Nights (Webster Elementary Community Access Nights)	These evenings held 10+ times throughout the year provide open evening access to school resources to the community. The resources available are a free dinner, a parent workshop about various titles to support participation in the educational process as well as topics that support family needs. In addition, the media center, computer lab and health kiosk are open for use free of charge to anyone in the community. This service is in cooperation with our Community Partnership School Staff and programs.
9	Back to School Bash	In conjunction with our Community Partnership School, we will have a street party (COVID friendly) before school starts that provides free school supplies, information about medical clearance and shots, community resources to support school success and child care as well as food and energy for coming back to school.
10	Provide Interpreters	Provide access to parents who are deaf or non-native speaking. This will increase student achievement by educating parents on expectations and school performance for their child.
11	Parent Trainings & Information Meetings provided by the Title 1 office.	The Title 1 office gathers presenters and resources to support all the Title 1 schools in St. Johns County on topics including Growth Mindset, Internet Safety for Parents, and transitioning to Middle school.

Staff Development

Describe the professional development activities the school will provide to the teachers, Specialized instructional personnel, principals, and other school leaders and other staff with the assistance of parents/families, in the value and unity of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners. Include implementation and coordination of parent/family programs and details of building ties between parents/families and the school. (ESEA Section 1116).

Response: At the opening of school, all teachers and staff receive training from both school administration and our Community Partnership School staff on strategies to support communicating with families and supporting their inclusion in the learning process. We also receive the extensive list of supports we have for families and how they can refer families to receive access to these resources. School administration, school faculty, and community partnership school staff all work to provide a wide-range of activities, informational meetings, large group, small group, and individual support that help families access the resources they need to be engaged in the education of their children and to succeed. Our Parent and Community Involvement Coordinator translates for families whose primary language is Spanish. She also gives learn to read classes for adults and connects to parenting resources. We

also have a Health Kiosk through our Partners at Flagler Health Plus that provides free access to virtual doctor visits to support the physical and mental health of family members.

Other Activities

Describe the other activities, such as parent resource centers, the school will provide to encourage and support parents and families in more meaningful engagement in the education of their children (ESEA Section 1116).

Response: Parent Resources are available from the Guidance Counselor and the Parent Resource Center of the Community Partnership School office. The school has several computers set up in the front office which are designated to provide internet access to parents who do not have it in their homes. The Title 1 Parent Handbook is distributed at the school. School also will host a variety of events, as permitted by COVID safety precautions, aimed to inform and support all populations represented.

Communication

Describe how the school will provide parents of participating the following:

Timely information about the Title 1 programs;

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain;

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

If the school-wide program plan is not satisfactory to the parents of participating children, how the parents will submit the parent/family comments.

Response: Information about the Title 1 Program is provided in writing through the Title 1 Handbook. Also, parents are provided information during the annual Title 1 Annual Meeting. The school uses the district approved curriculum. All curriculum and assessment guides are posted on the website for review by parents. Meetings are held through school invitation and parent requests throughout the year. A survey is posted and provided for students and staff to provide feedback that is annually reviewed by the SAC Committee, PTO, administration and Community Partnership School partners. Additional Information is provided via electronic messages and newsletters.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents, including parents with limited English proficiency, disabilities, and migratory children. Include how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, language parents can understand.

Response: The school will use an online interpreter website or native speakers on staff to communicate information to parents in languages they understand to the maximum extent possible. Parents with disabilities will be communicated to with supports such as interpreters which are provided at all parent meetings as needed.

Discretionary Activities (optional)

Discretionary school level parent involvement policy components include any activities that are not required, but will be paid for through Title 1, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.

Evaluation of the Previous Year's Parent and Family Engagement Plan

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children (ESEA, Section 1116).

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title 1 annual meeting.

Response: The major barriers last year existed due to the lingering effects of the COVID 19 pandemic. Parents had limited access to the school building or events in person. This year, we are permitting parents to return to the building for conferences, trainings, assemblies, and events. Already we have seen this is taking more advertising and publicity to encourage participation. Some families are comfortable returning to the building and others are still not. We also are providing virtual links to those who are unable to attend in person either for health reasons or work reasons. Some meetings are conducted in Spanish or translated in Spanish to support our parents who still struggle with English but are fluent in Spanish. Several staff members speak Spanish and provide translation as needed.



The Webster School

Student-Parent-Teacher Compact

Webster Elementary School is committed to providing greater family involvement and the best learning environment possible for our students. When families are involved in their children's learning, students are more likely to succeed and flourish in all areas. By working together to provide a safe and productive learning environment, the school and families can work together so all students flourish in school and life.

This compact is a commitment by the student, parent, and teacher to agree to follow the statements listed below. This will allow all citizens of Webster to have a successful learning experience.

As a parent I promise to:

- ❖ Assure my child attends school daily and on time.

Late students **MUST** be walked into the building by an adult.

Excessive unexcused absences and tardies will be addressed by the MTSS team

Parents should provide a written note to teacher to excuse absences and tardies.

- ❖ Play an active role in my child's education by regularly communicating with teachers and staff members.

Attend a mandatory conference with teacher every fall.

Sign my child's planner every day.

Discuss academic, behavioral, and social progress with the teacher on a regular basis.

Assist my child with completing assigned homework.

Provide access and supervision for online virtual learning when necessary to ensure students are responsible, participatory learners.

Attend school functions whenever possible.

Offer praise and encouragement for my child's growth mindset, acknowledging their effort and hard work.

- ❖ Support the school's rules and expectations of its students.
- ❖ Treat all citizens of Webster Elementary School with respect (faculty, students, and other parents).
- ❖ Follow dismissal procedures for the safety and security of all students.

All adults picking up a child must be listed on their pick-up list and show an ID.

All transportation changes should be written in a child's planner.

Any emergency changes to a child's dismissal must be made before 2:00 PM on a regular day and 1:00 PM on an early release day. Students may not be picked up early after these times.

As a student I promise to:

- ❖ Attend school daily and be on time.
- ❖ Show pride in our school by respecting all citizens and following school-wide expectations
- ❖ Come prepared to learn, grow, and always give my best effort.
- ❖ Complete all assigned work to the best of my ability.
- ❖ Remain organized using my binder and planner daily.
- ❖ Have a growth mindset and realize that all things are possible with efforts and hard work.
- ❖ Use technology demonstrating digital citizenship by never engaging in online bullying behavior, never engaging in an online conversation with strangers, protecting identity markers, and refraining from visiting online sites that are not safe and educational.
- ❖ Demonstrate good character by treating others including other students, school faculty, and all adults with respect and maintain the dignity of everyone.

As a teacher I promise to:

- ❖ Provide high-quality education for ALL students, model a growth mindset and believe that ALL students can succeed to their highest potential.
- ❖ Communicate academic progress to parents multiple times throughout the year.
- ❖ Communicate with families to support student's growth and learning via phone, notes, emails, conferences, etc.
- ❖ Provide a safe, healthy, rigorous learning environment for students.
- ❖ Participate in school activities that engage and educate families.
- ❖ Model strategies by being organized and "dressing for success".

Student Signature _____ **Date** _____

Parent Signature _____ **Date** _____

Teacher Signature _____ **Date** _____

Webster Mission Statement

Webster Elementary School works in partnership with families and the community to develop knowledge, social-emotional skills, and ethical, compassionate character through enriched learning activities and creative expression through the arts. Together, all partners strive to remove barriers to learning so all students can experience success in a thriving community where the school serves as its center with positive and supportive links to the wider community.

Revised & Reviewed by SAC 1 - 2022

Two copies given at Open House 08-25-22. One to keep and one to sign and return.

Title I, Part A Parent and Family Engagement

Information related to implementation of programs, activities, and procedures for the engagement of parents and family members of Title I students.

Title I, Part A, of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires that local educational agencies (LEAs), conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children (ESSA Section 1116[a][1]).

LEAs and Schools receiving Title I, Part A funds are required to do the following:

1. The LEA must develop a Parent and Family Engagement Policy as outlined in ESSA Section 1116(a).
2. The LEA must reserve funds to assist schools with Parent and Family Engagement requirements as outlined in ESSA Section 1116(a).
3. The School(s) must develop a Parent and Family Engagement Policy as outlined in ESSA Section 1116(b).
4. The School(s) must adhere to the Parent Involvement Requirements as outlined in ESSA Section 1116(c).
5. The School(s) must develop a shared responsibility for a School-Parent Compact as outlined in ESSA Section 1116(d).
6. The LEA and School(s) must build capacity for involvement as outlined in ESSA Section 1116(e).
7. The LEA and School(s) must provide accessibility to Parents and Family member opportunities to participate as outlined in ESSA Section 1116(f).

LEA Parent and Family Engagement Policy

An LEA that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the LEA's plan developed under ESSA Section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will (ESSA Section 1116[a][2])—

- A. involve parents and family members in jointly developing the LEA plan under ESSA Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of ESSA Section 1111(d).
- B. provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- D. conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served with Title I, Part A funds, including identifying—
 - i. barriers to greater participation by parents in activities authorized by ESSA Section 1116 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - iii. strategies to support successful school and family interactions;
- E. use the findings of such evaluation in ESSA Section 1116(a)(2)(D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in ESSA Section 1116; and
- F. involve parents in the activities of the schools served with Title I, Part A funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Single School Districts (SSD), including Direct-Funded Charter Schools, may develop one policy that includes the requirements of both the LEA Title I, Part A parent and family engagement policy and the School Title I, Part A Parent and Family Engagement policy requirements.

LEA Reservations

Each LEA that receives more than \$500,000 in Title I, Part A funds, shall reserve at least one percent of its allocation to assist schools to carry out the parental engagement activities. Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's Parent and Family Engagement Policy. Parents and family members of children receiving services shall be involved in the decisions regarding how the funds reserved are allotted for parental involvement activities. Not less than 90 percent of the funds reserved shall be distributed to schools served with priority given to high-need schools (ESSA Section 1116[a][3][A-C]).

Title I, Part A funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following:

- i. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- ii. Supporting programs that reach parents and family members at home, in the community, and at school.
- iii. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- iv. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- v. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy (ESSA Section 1116[a][3][D]).

School Parent and Family Engagement Policy

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116(c-f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1]).

If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of the school and parent and family engagement policy (ESSA Section 1116[b][2]).

If the LEA involved has an LEA parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of ESSA Section 1116(b)(3).

If the LEA plan under ESSA Section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the State (ESSA Section 1116[b][4]).

SSDs, including Direct-Funded Charter Schools, may develop one policy that includes the requirements of both the LEA Title I, Part A parent and family engagement policy and the School Title I, Part A Parent and Family Engagement policy requirements.

School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
 - A. Timely information about programs under Title I, Part A;
 - 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, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

School-Parent Compact

As a component of the school-level parent and family engagement policy developed under ESSA Section 1116(b), each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards (ESSA Section 1116[d]).

Such compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and 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 and positive use of extra-curricular time; and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - A. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - B. Frequent reports to parents on their children'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 family members and school staff, and to the extent practicable, in a language that family members can understand (ESSA Section 1116[d][1-2]).

Building Capacity for Involvement

To ensure effective involvement of parents and family members and to support a partnership among the school involved, parents, and the community to improve student academic achievement (ESSA Section 1116[e]).

Each LEA and School assisted with Title I, Part A funds:

1. Shall provide assistance to parents of children served by the LEA or school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirement of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
3. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents

as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from funds received under Title I, Part A if the LEA has exhausted all other reasonably available sources of funding for such training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation, and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
11. May adopt and implement model approaches to improving parental involvement;
12. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. Shall provide such other reasonable support for parental involvement activities under Title I, Part A as parents may request.

Accessibility for Parents and Family Members

The requirements for carrying out the parent and family engagement for LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under ESSA Section 1111 in a format and, to the extent practicable, in a language such that parents and family members understand (ESSA Section 1116[f]).

Parents Right-to-Know

Each LEA at the beginning of each school year that receives Title I, Part A funds shall notify the parents of each student attending any school receiving Title I, Part A funds (ESSA Section 1112(e)) that the parents may request, and the LEA will provide on request (and in a timely manner) information regarding the professional qualifications of the student's classroom teachers, including the at a minimum, the following (ESSA Section 1112[e][1][A]):

i. Whether the student's teacher:

- I. has met the State qualification and licensing criteria for the grade level and subject areas that the teacher provides instruction,
- II. is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- III. is teaching in the field of discipline of the certification of the teacher.

ii. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request under ESSA Section 1112(e)(1)(A), a school that receives Title I, Part A funds shall provide to each individual parent of a child who is a student in such school, with respect to such student (ESSA Section 1112[e][1][B]):

- i. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under Title I, Part A, and
- ii. Timely notice that the student has been assigned or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet the applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

At the beginning of each school year, an LEA that receives Title I, Part A funds shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding any State or LEA policy regarding student participation in any assessments mandated by ESSA Section 1111(b)(2) and by the State or LEA, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable (ESSA Section 1112[e][2][A]).

Subject to the requirements of ESSA Section 1112(e)(2)(C), each LEA that receives Title I, Part A shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State to comply with ESSA Section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the LEA, including (ESSA Section 1112[e][2][B]):

- i. The subject matter assessed;
- ii. The purpose for which the assessment is designed and used;
- iii. The source of the requirement for the assessment; and
- iv. Where such information is available:

- I. The amount of time students will spend taking the assessment, and the schedule for the assessment; and
- II. The time and format for disseminating results.

In the event that an LEA does not operate a website, the LEA shall determine how to make the information described as widely available, such as through distribution of that information to the media, through public agencies, or directly to the parents (ESSA Section 1112[e][2][C]).

Each LEA using Title I, Part A or Title III funds to provide a language instruction educational program as determined under Title III, shall not later than 30 days after the beginning of the school year, inform parents of an English learner (EL) identified for participation or participating in such a program, of (ESSA Section 1112[e][3][A]):

- i. The reasons for the identification of their child as an EL and in need of placement in a language instruction educational program,
- ii. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement,
- iii. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and native language instruction,
- iv. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child,
- v. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- vi. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for EL, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program), if Title I, Part A are used for children in high schools,
- vii. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414[d]), and
- viii. Information pertaining to parental rights that includes written guidance:
 - I. Detailing the right that the parents have to have their child immediately removed from such program upon their request,
 - II. Detailing the options that parents have to decline to enroll their child in such program, or to choose another program or method of instruction, if available, and
 - III. Assisting parents in selection among various programs and methods of instruction, if more than one (1) program or method is offered by the eligible entity.

For those children who have not been identified as ELs prior to the beginning of the school year but are identified as ELs during such school year, the LEA shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with ESSA Section 1112(e)(3)(A) (ESSA Section 1112[e][3][B]).

Each LEA that receives Title I, Part A Funds shall implement an effective means of outreach to parents of ELs to inform regarding how the parents can (ESSA Section 1112[e][3][C][i]):

- I. Be involved in the education of their children; and
- II. Be active participants in assisting their children to:
 - a. Attain English proficiency;
 - b. Achieve at high levels within a well-rounded education; and
 - c. Meet the challenging State academic standards expected of all students.

Holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III (ESSA Section 1112[e][3][C][ii]).

Students shall not be admitted to or excluded from any federally assisted education program on the basis of a surname or language-minority status (ESSA Section 1112[e][3][D]).

The notice and information provided to parents under ESSA Section 1112(e), Parents Right-to-Know, shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1112[e][4]).