

**PARENT AND FAMILY ENGAGEMENT  
(TITLE I SCHOOLS)**

The Every Student Succeeds Act (ESSA) requires meaningful parent involvement in their children's education. ESSA requires that all school districts that receive Title I funds have a written parent and family engagement policy. This policy shall be developed jointly with and agreed upon by both educators and parents. It shall be provided to parents and educators of children participating in Title I programs. This policy shall be evaluated annually to determine that worthwhile strategies to encourage and maintain parental involvement are in place. This policy sets forth how the District will involve parents in developing its Title I plan and how parents will be informed of ways they can be included in decision-making for the program.

The intent of this policy is to involve parents and family as partners in the process of school review and improvement, in activities to improve student academic achievement and school performance, and to have an integral role in assisting in their child's learning. Meaningful efforts will be made to ensure involvement of community members and parents (including parents of students with disabilities, limited English proficiency, and other categories often needing supplemental assistance) in order to attain proficient levels of achievement.

The District shall annually, by the end of September, inform parents regarding the status of District schools as it relates to ESSA, student achievement results and concerns, and explain the program and rights of parents to have meaningful involvement in the planning, review, and improvement of the Title I program. The District shall offer, in addition to an annual meeting at each Title I site, flexible meeting times determined most appropriate to gather parental involvement in developing, reviewing, and evaluating on an ongoing basis this Parent and Family Engagement Policy.

Parents shall be notified of:

- their right to examine staff members' qualifications related to the ESSA requirement that parents of Title I students be allowed to request the qualifications of teachers and paraprofessionals providing services to their child;

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- their rights regarding their child's attendance site or participation in programs focused on school improvement;
- assurances that all students in the District shall be involved with state-required assessment, with alternate assessments or exclusions, only as allowed under Wyoming Department of Education guidelines;
- the District's commitment to offering training annually, to parents, related to activities in the home which reinforce student progress in such areas as reading, mathematics, and/or science;
- their right to be informed about progress and to be involved with decision-making regarding their child's educational program, and in a language appropriate to their circumstances;
- Consolidated Grant resources available;
- that the District shall provide opportunities for parents to meet individually with staff, at times as convenient as practicable, to discuss student progress and concerns. Evening sessions often allow more extensive parent participation, due to constraints resulting from employment considerations.
- their right, if they are homeschool parents, to have access to federally-funded programs such as Title I, Special Education, and staff development training, and that their children may participate in annual state-mandated assessments;
  - requirements as mandated by State standards, State assessments, and requirements for graduation.

The School District and parents will develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate. The School District will offer assistance to parents in understanding the education system and the state standards, and how to support their children in achievement. The District will

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provide materials and training to help parents work with children. The District will support teachers and other school staff, including school leaders, in how to engage families effectively. The District will coordinate with other federal and state programs, including preschool programs.

**Building/District Title I Parent Advisory**

Building/District Title I Parent Advisory Committees, composed of parents from the District's Title I schools, shall meet a minimum of twice annually with the District Title I Director/Principal and Title I staff to address the areas described below. The required meetings shall occur in fall and spring.

Fall:

1. Review of present implementation progress from previous May's planning and parent input.
2. Information regarding training opportunities for parents and staff.
3. Review of current priorities and solicitation from parents for additional considerations.
4. Review reports from building-level meetings and consider adoption recommendations from those meetings.
5. Make recommendations having the intent of encouraging parent participation in Title I-related activities.

Spring:

1. Review parent training activities from the present school year, and make recommendations regarding their continuation, expansion, or modification.
2. Provide input into the proposed Title I activities for the following school year, under the Consolidated Grant application prepared annually in June.
3. Recommend additional parent training activities for the next school year.
4. Report on parent input at the building level to school improvement planning.

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5. Review this Parent and Family Engagement Policy and School-Parent Compact for content and effectiveness of the policy in improving the quality of District Title I schools. Recommendations will be made, if necessary, for changes.

**Building Level Parent Engagement Plans**

Each Title I school shall propose a Parent Engagement Plan with input from parents of Title I students. Title I Schools shall meet a minimum of twice annually (fall and spring) with district and building Title I staff, parents, and administration. The responsibilities of each school shall be:

- providing support as appropriate for the school's parent conference activities including information gathering, registration, and other help to improve school-community communication;
- providing input to the building's School-Parent Compact, particularly in areas related to parent training, instructional support in the home, and other topics focusing on student performance;
- providing building-level recommendations to be taken to the District Title I Advisory;
- involving, as appropriate, staff from pre-schools.

Each Title I school shall provide written progress reports to parents concerning their child's academic performance, on a regular basis, and shall schedule parent conferences a minimum of twice annually for individual sessions. In some instances, meetings may be held more frequently to address significant concerns or problems.

Of the Title I funds received by the District, not less than one percent (1%) shall be mandated to fund family engagement with the District allocating at least ninety percent (90%) directly to Title I schools.

First Reading: 5-6-24  
Second Reading: 6-10-24