

Template for LEA Parent and Family Engagement Policy

<Insert LEA logo or place document on letterhead>

<Name of LEA>

Local Education Agency Parent and Family Engagement Policy

ESSA Section 1116

<School Year>

NOTE: This is a sample template for developing the LEA parent and family engagement policy. Although LEAs are not required to follow this sample, this sample demonstrates the types of information that must be included in order to meet the requirements in Section 1116(a) & (e). LEAs are required to include parents in the process of developing, reviewing, revising, and agreeing upon the parent and family engagement policy.

NOTE: The statutory references do not need to be included in the policy, but the activities, examples, actions, etc. must meet the requirements of the statute.

1. <Name of LEA> will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1)

Describe how the LEA will reach out and engage in conversations with parents and families to gather meaningful feedback.

2. <Name of LEA> receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, <Name of LEA> will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)
 - The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),
 - The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.

Describe when the PFE policy is typically reviewed and revised, the role of parents in this process, when the revised policy is usually distributed and explained to parents. You may want to include a vision statement or mission statement about your PFE program.

3. <Name of LEA> will: involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)

Describe when the DIP is typically updated and the role of the parents in this process.

4. <Name of LEA> will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, 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. Section 1116 (a)(2)(B)

Describe how the LEA works with schools and the community to develop PFE strategies to work with parents for student success.

5. <Name of LEA> will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and 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; Section 1116 (a)(2)(C) and Section 1116 (e)(4)

List examples when the parent and family engagement strategies were coordinated and integrated.

6. <Name of LEA> will 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 under this part, including identifying— Section 1116 (a)(2)(D)

- barriers to greater participation by parents in activities authorized by this section (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);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions;

List actions, such as: when evaluation will be conducted, the position or person or committee that will conduct the evaluation and when the findings will be made public, and the role of parents.

7. <Name of LEA> will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and Section 1116 (a)(2)(E)

Describe the role of parents in designing and implementing evidence-based strategies, and the process the district will use to support these strategies.

8. <Name of LEA> will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.

Section 1116 (a)(2)(F) and Section 1116 (e)(14)

If a district has a parent advisory board (PAB), describe when and how the PAB is selected and their duties. Identify parent groups (such as PTA/PTO and booster clubs) and how the LEA provides Title I, Part A information to these groups, and describe other types of PFE programs or services provided by the LEA or frequently requested by parents and families.

9. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, <Name of LEA> shall: Section 1116 (e)
- (i) providing assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

List resources and actions provided to assist parents.

- (ii) providing 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; Section 1116 (e)(2)

List resources and actions provided to assist parents.

- (iii) educating 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; Section 1116 (e)(3)

List activities such as book studies and PLCs focusing on parent and family engagement, professional development opportunities on-site or at other training venues, and Parent and Family Engagement Statewide Initiative resources available on the website. Also describe the role of parents when developing training.

- (iv) ensuring 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; Section 1116 (e)(5)

Identify some of the documents that will be provided in Spanish or other languages as needed in reference to the LEA translation procedures, including the district PFE policy, the school PFE policy, the school-parent compact, parent's right to know letter, and PFE newsletters.

Although ESSA statute does not require the Local Education Agency Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your LEA "policy on policies" and follow the more restrictive requirement.

If required...This policy was adopted by <Name of LEA> on <mm/dd/yy>.

Signed by Authorized Official: _____

Date: _____

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Template for SCHOOL Parent and Family Engagement Policy

<Insert School logo or place document on letterhead>

<Name of School>

School Parent and Family Engagement Policy

ESSA Section 1116

<School Year>

NOTE: This is a sample template for developing the school parent and family engagement policy. Although schools are not required to follow this sample; this sample demonstrates the topics of information that must be included in order to meet the requirements in Section 1116 (b), (c), and (e). Schools are required to include parents in the process of developing, reviewing, revising, and agreeing upon the parent and family engagement policy.

NOTE: The statutory references do not need to be included in the policy, but the activities, examples, actions, etc. must meet the requirements of the statute.

1. <Name of school> 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 subsections (c) through (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.

Section 1116 (b)(1) & (e)(5)

Describe when the PFE policy is typically reviewed and revised, the role of parents in this process, when the revised policy is usually distributed and explained to parents. Identify the various formats used to distribute the policy. You may want to include a vision statement or mission statement about your PFE program. Also, list some of the documents that will be provided in Spanish or other languages as needed.

2. <Name of school> shall 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 this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)

Describe where and when the two annual meetings in the fall – the meeting is repeated (two per TEA – a new requirement for schools, training or guidance is needed) will convene, how parents will be notified, and what person(s) is responsible for conducting those meetings.

3. <Name of school> shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c)(2)

Describe the kinds of meetings and flexible meeting schedule the school will offer parents, and how the school may assist with transportation, childcare, or home visits when requested.

4. <Name of school> shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, 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) (Campus Improvement Plan), 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; Section 1116 (c)(3)

Describe how parents participate in developing the PFE program and activities, when the PFE policy is usually reviewed and revised, and the role of parents when developing the CIP. Adequate representation means the parents represent the demographic of the school community, as well as including parents of migrant students and/or parents of special education students.

5. <Name of school> shall provide parents of participating children—
- (A) timely information about programs under this part;
 - (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 any such suggestions as soon as practicably possible;
- Section 1116 (c)(4)

Describe the various ways parents are informed about the PFE program and activities and list some of the program activities. Explain how the curriculum and assessment information is provided to parents and families.

6. If the schoolwide program plan (Campus Improvement Plan, CIP) under 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 local educational agency.
- Section 1116 (c)(5)

NOTE: Briefly describe how and when the CIP is explained to parents. If the parents have negative comments, give the comments to the principal who will present them to the LEA office.

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, <Name of school> shall: Section 1116 (e)

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

List resources and actions provided to assist parents.

(ii) 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; Section 1116 (e)(2)

List resources and actions provided to assist parents.

(iii) 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; Section 1116 (e)(3)

List activities such as book studies and PLCs focusing on parent and family engagement, professional development opportunities on-site or at other training venues. Describe the role of parents when developing training sessions.

(iv) 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; Section 1116 (e)(4)

List examples where parent and family engagement were coordinated and integrated with other programs.

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)

Describe other types of PFE programs or services provided by the school or frequently requested by parents and families, such as: high school equivalency programs, English classes, access to computers.

Although ESSA statute does not require the School Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your “policy on policies” and follow the more restrictive requirement.

If required... This policy was approved by <Name of LEA> on <mm/dd/yy>.

Signed by Authorized Official: _____

Date: _____

IMPORTANT NOTE: This template will assist a school when developing a school parent and family engagement policy. For purposes of TEA validation, the school policy validation will review the items in this template as well as items that are a part of the school-parent compact. For more details contact your title I, Part A ESC contact.

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FAQ for PFE Policies

How is the LEA PFE policy incorporated into the Title I Plan/District Improvement Plan (DIP)?

Per USDE, "An LEA must incorporate its written parental involvement policy into its local plan." The policy could be attached as an addendum, but staff, resources, and/or activities that require funding must be addressed in the DIP.

Is an LEA required to have a parent advisory board? What is meant by "adequate representation?"

No, an LEA is not required to have a parent advisory board, but it is a best practice. When an LEA chooses to establish a parent advisory board it is important that the persons serving on the board represent the demographic of the school community.

USDE does not define the number of parents or the percentage of parents to serve on a parent advisory board or other committees developed by an LEA. The members need to represent the ethnic diversity of the school community. Also, the committee representatives may include a parent of a child with special needs, or a parent of a child in a military family.

What information needs to be provided to parents and families in a format and language they can understand?

At a minimum, the LEA PFE Policy, the School PFE Policy, the School-Parent Compact, the "Parent's Right to Know" Letter, a description and explanation of the school's curriculum, information on the forms of academic assessment used to measure student progress, promotional information about training and activities inviting parents to attend and participate, and IEPs all need to be provided in Spanish. Those items need to be provided in written or oral translation to languages other than Spanish.

How many Title I, Part A annual meetings are required? Annual evaluation?

TEA requires schools receiving Title I, Part A funds to provide two annual meetings in the fall, different days of the week and different times during the day, to inform parents of their school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the right of parents to be involved, so that as many parents as possible are able to attend.

The LEA is required to conduct an annual evaluation, usually in the spring, "of the content and effectiveness of the parent and family engagement policy in improving the

academic quality of the schools receiving Title I, Part A funds. Meaningful involvement of parents and family members is required.” Therefore, many LEAs or schools have a spring annual meeting for this purpose. The PFE policy, its implementation, and its outcomes are being reviewed and evaluated. At a minimum the evaluation must address:

- barriers to greater parent participation, particularly those parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or parents from racial or ethnic minority backgrounds;
- the needs of parents to assist their children in academic achievement which includes engaging with school personnel and teachers; and
- strategies for successful home-school interactions.

Who reviews the evaluation feedback? SBDM or other?

That is a local decision. It would be a best practice to include parents when the data is reviewed, and findings are developed. Furthermore, it is recommended that the key findings be presented to parents and family members.

How specific does the date need to be in the LEA and School PFE Policies for the Title I, Part A annual meeting and other meetings?

A specific date does not need to be identified. Nevertheless, do not leave information about annual meetings or other meetings totally open-ended. For example: Two Title I annual meetings will be provided – both will meet not later than September 30 with one meeting in the early evening (7:00 – 7:30 pm) and the other meeting in the morning (7:00 – 7:30 am). Or, two Reading Nights will be provided, one during the second six weeks, and one during the fourth six weeks; etc.

How is the policy distributed to parents and families?

The PFE policies for both the LEA and school need to be distributed to parents and families through multiple methods: place on the district or school websites, provide a paper copy at student registration, at the Title I, Part A annual meeting, during a parent-teacher conference, send an email or text or blog with a link to the policies, have it posted in public areas where parents access (by the offices or by the gymnasium).

Staff training at LEA and schools

The building capacity requirements instruct LEAs and schools to “educate teachers, specialized instructional support personnel, principals, other school leaders, and other

staff in the value and utility of contribution of parents...and work with parents as equal partners..." A LEA is required to provide such training to all its staff which includes custodial staff, bus drivers, food service personnel, etc., as well as nurses, librarians, counselors, administrative and teaching staff. A LEA may determine it is more effective for each school to provide the required training, but the LEA shall support and assist the school to provide appropriate professional development.

How to coordinate and integrate parental involvement activities with other Federal, state, and local programs?

The LEA should strive to coordinate and integrate Title I, Part A PFE strategies with other Federal, state, and local programs. Title I, Part A needs to communicate with migrant, EL, special education, homeless, etc. about PFE events and strategies. Where feasible and appropriate these programs need to collaborate rather than duplicate services. Whether it is a literacy night or technology training, LEAs need to encourage program areas to work together. At the conclusion of the Title I, Part A annual meeting, dismiss to other program area presentations. This will be one overall event, rather than expecting the parents to travel to school for multiple meetings.

PNP participation in Title I, Part A

If an LEA provides services to a PNP, including PFE services and activities, those equitable services should be identified in the LEA PFE policy.



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