



Book	Policy
Section	STUDENTS AND FAMILIES
Title	Parent and Family Engagement at Title I Schools
Code	S-PENG
Status	Active
Adopted	April 20, 2004
Last Revised	August 22, 2023
Prior Revised Dates	7/26/16; 6/14/22

The Charlotte-Mecklenburg Board of Education adopts the following policy, in accordance with the requirements of the federal Every Student Succeeds Act (ESSA), the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), as its Title I Parent and Family Engagement Plan.

Charlotte-Mecklenburg Schools Title I Parent, Guardian, and Family Engagement Plan

The Charlotte-Mecklenburg Board of Education believes that the education of each student is a responsibility shared by the school, parents, guardians, and families. The Board recognizes the need for a constructive partnership between the district and families that provides for two-way communication and fosters educational support for students and their families. The Board recognizes the special importance of parental, guardian, and family engagement to the success of its Title I programs.

In keeping with these beliefs, the Board endorses the parent, guardian, and family engagement goals of Title I of the federal Every Student Succeeds Act (ESSA) and encourages the participation of parents, guardians, and families of students who receive Title I services in all aspects of their child's education, including the development and implementation of district programs, activities, and procedures designed to carry out ESSA parent and family engagement goals.

To that end, the Board directs the district to plan and conduct activities designed to encourage and facilitate participation by parents, guardians, and families of students at Title I Schools. Efforts shall be made to ensure that all parents, guardians, and families will have the same opportunities to participate in engagement activities, regardless of their ethnic/racial background, socio-economic status, limited English proficiency, or disabilities.

Therefore, at Title I Schools and in accordance with ESSA requirements, Charlotte-Mecklenburg Schools will, in conjunction with Policy B-EQU, Equity Area of Action number six, specifically, Family & Community Engagement:

- A. Engage parents, guardians, and families of students who receive Title I services in the development of the Title I Plan (hereinafter referred to as the 'Plan') through the PTA, PTO, and/or other parent leadership group/School Improvement Team and provide the parents, guardians, family with opportunities to review the Plan. This Plan may be a component of the School Improvement Plan, which is also jointly developed by stakeholders, including parents, guardians, families and the school staff. After joint development, if the Plan is still not satisfactory to parents, guardians, and families of children participating in Title I programs, the district will submit any stakeholder comments to the North Carolina State Department of Public Instruction along with its Plan.
- B. Assist schools in building capacity for parental and family engagement and increase academic achievement and school performance by providing coordination, technical assistance, and other support from Charlotte-

Mecklenburg Schools departments, such as Community Partnerships and Family Engagement, Title I, Learning and Teaching, or another designated department.

- C. Work with all school personnel to promote an understanding of the value of home/school partnerships and how to build effective partnerships with parents, guardians and families.
- D. Build parent, guardian, and family capacity for engagement and leadership by providing materials, activities, and training to parents, guardians, and families to help them effectively support their children's education at home and at school.
- E. Support parents, guardians, and families with understanding state standards, student achievement requirements, local curriculum, and related expectations through a variety of formats (including but not limited to school and community-based meetings, posting information on district and school websites, and sending information to parents, guardians, and families).
- F. As is feasible and appropriate, coordinate and integrate parental and family engagement programs and activities with other programs of the district, including but not limited to preschool programs.
- G. Ensure that all communication to parents, guardians, and families is in an easy-to-understand format and, to the extent feasible, is provided in all of the major languages represented in the community.
- H. Provide support based on reasonable parent, guardian, and family requests.
- I. Conduct an annual meeting to review the school family engagement policy, preferably in the spring. This meeting will be held with parents, guardians, family members, staff, and administrators at each Title I School. Before the annual meeting, schools must provide the opportunity for appropriate plan review by all stakeholders, including parents, guardians, and families by sharing the plan via multiple formats, with a clear process for stakeholder feedback. In this meeting the overall Parent, Guardian, and Family Engagement Plan should be discussed, including but not limited to the following issues:
 - 1. the implementation of the Parent, Guardian, and Family Engagement Plan;
 - 2. effectiveness of the school's and district's parental, guardian, and family engagement practices and policies; and
 - 3. how the Title I funds are used for parental, guardian, and family engagement.
- J. Suggestions shall be invited, and any suggestions, feedback, and / or concerns shall be forwarded to the Executive Director of the Title I Department.
- K. Direct that each Title I school develop jointly with parents a Parent, Guardian, and Family/School Compact which shall:
 - 1. describe the school's responsibility to provide high quality curriculum and instruction in a supportive environment;
 - 2. describe ways in which parents, guardians, and family members will be responsible for supporting their children's learning such as monitoring attendance, homework completion, television watching, volunteering in their child's school, positive use of extracurricular time and supporting positive behavior and character traits that improve student success;
 - 3. address the importance of ongoing communication between teachers and parents, guardians, and family members through: parent-teacher conferences, frequent reports to parents on their children's progress, the provision of reasonable access to staff, and opportunities to volunteer and participate in their child's class.
- L. Direct that each Title I school develop a means of regular communication through multiple formats with parents, guardians, and families. Through this communication, the school should make reasonable efforts to ensure that parents, guardians, and families are aware of opportunities for engagement in the schools' activities, including the ability to be a part of each school's improvement team and involved in the process of school review and improvement.
- M. Direct each Title I school to reach out to parents, guardians, and the family at home, in the community and at school to implement each of the following parent, guardian, and family engagement activities as well as a variety of other activities
 - 1. holding annual meetings to inform parents, guardians, and families about the Title I program and its requirements;
 - 2. offering a flexible number of meetings and opportunities for regular meetings if requested;

3. providing information about the curriculum, academic assessments used, and academic performance levels students must meet;
4. offering training opportunities;
5. coordinating with other programs;
6. offering accessibility, interpretation services to meet the needs of parents, guardians, and families, and additional opportunities for engagement for parents, guardians, and family members who are multilingual learners; have disabilities or who are migrant;
7. evaluating parent, guardian, and family engagement programs;
8. providing opportunities for parents, guardians, and family members to volunteer; participate in and observe classroom activities; and
9. implementing the Parent, Guardians, and Family/School Compact; and development of school-level procedures.

Legal Reference: 20 U.S.C. §6301 et seq.
Previous CMS Policy Code: KBC

S-PENG 8.22.23 Redline Changes.pdf (267 KB)