

Family Engagement Plan Discussion Guide

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1. Reasonable access to staff

LEAD QUESTION: Why would parents/grandparents access school staff?

To know options and preferences and get help for your child.

Why is it important?

Kids do better when parents have access to teachers, but access needs to be mutual.

Remember to keep the following criteria in mind when developing the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

Policy Questions	Current Policy and Practice	Our Proposed Policy Changes
A. What ways to access staff should be available?		
B. How can families initiate contact: <ul style="list-style-type: none"> • For phone calls? • For email? • For appointments? 		
C. How quickly should families expect to be able to access staff: <ul style="list-style-type: none"> • For telephone or email communication? • For appointments? 		
D. When can families meet with teachers? How will the school arrange meetings at a variety of times, or conduct in-home conferences between teachers, or other educators working directly with children, and family members who are unable to attend such conferences at school, in order to maximize parent involvement?		
E. What other matters should the policy address?		

2. Opportunities to volunteer and participate in their child's class

What are the goals and specific purposes of these opportunities? Why are they important?

What are the kinds of things that families and teachers would want to get out of them?

Remember to keep the following criteria in mind when judging the effectiveness of the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

Questions Being Asked	Glenmount's Current Policy and Practice	Our Proposed Policy
<p>A. What kinds of opportunities should exist:</p> <ul style="list-style-type: none"> • For volunteering and participating (V & P) within the classroom? • For V & P outside the classroom? • Should there be a set of V & P activities that are stated in the schoolwide policy? 		
<p>B. What should be the process for V & P in class:</p> <ul style="list-style-type: none"> • For teachers to identify needs and solicit parent V & P? • Families to take their own initiative to offer to V & P? • Is there a minimum level of opportunities for V & P that should apply to all classes, or should teachers be able to decide that they don't want or need any classroom V & P? • What kinds and methods of information will be needed in order to ensure that families understand the opportunities and are encouraged to take advantage of them? 		
<p>C. What kind of training will be needed for effective V & P, or does it basically depend on the nature of the activity?</p>		
<p>D. What else should be done to make sure that V & P is a positive experience for families and for staff?</p>		
<p>E. What other matters should the policy address?</p>		

3. Observation of classroom activities

Remember to keep the following criteria in mind when judging the effectiveness of the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

Why would parents/grandparents want to observe the classroom? Why is it important?

Questions Being Asked	Glenmount's Current Policy and Practice	Our Proposed Policy
A. What are the goals or specific purposes of families being able to observe classroom activities?		
B. How often can families visit?		
C. How much notice is necessary?		
D. What is the process for arranging a visit?		
E. How much discretion should individual teachers have concerning when families visit?		
F. Should there be an open house day(s) when all families are encouraged to spend as much of the day in their children's classes as they can?		
G. Is there information or other assistance that should be offered to families in connection with observing their students' classes?		
H. What other matters should the policy address?		

4. Frequent reports to parents on their children's education

Why do parents/grandparents need frequent reports on their children's education? Why is it important?

NOTE: It was not always clear whether the group decided that some parts of current policy or practice should be put into the proposed policy. Please consider.

Remember to keep the following criteria in mind when judging the effectiveness of the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

Questions Being Asked	School District's Policy	Glenmount's Current Policy and Practice	Our Proposed Policy Changes
A. What information about their children's information should be reported?			
B. How often should it be reported?			
C. How should it be reported?			
D. What background information do families need to understand the reports and the significance of particular data?			
E. What other assistance do they need to understand the reports? How should it be offered?			
F. What other matters should the policy address?			

5. 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

Remember to keep the following criteria in mind when judging the effectiveness of the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

Why would parents/grandparents want such conferences?
To monitor student's educational and behavioral progress, and to learn child's strengths and weaknesses

Why would teachers want them?
To solicit help, build relationships, and inform parents/

Why are they important?
They are important for student achievement & mandated compliance

NOTE: It was not always clear whether the group decided that some parts of current policy or practice should be put into the proposed policy. Please consider.

Questions Being Asked	Glenmount's Current Policy and Practice	Our Proposed Policy Changes
A. When should they occur? Should they happen or be offered more than annually? Any criteria?		
B. Should they occur on the same basis for middle school students as well?		
C. Topics of discussion: <ul style="list-style-type: none"> • What topics and questions should be discussed? • What information about the classes should be provided/discussed? • What information about the student should be provided/discussed? 		

D. Should the conferences be student-led?		
E. What should be the format of the conferences?		
F. What background information should families get in order to make the conference a success?		
G. What other assistance do families need in order to make the conference a success?		
H. What other matters should the policy address?		

6. Supporting student learning at home

(Family Responsibilities and School Supports to Families)

Remember to keep the following criteria in mind when developing the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

LEAD QUESTION: What are the goals for family support of student learning at home? Why is it important?

Policy Questions	Glenmount's Current Policy and Practice (see below for district's policy)	Our Proposed Policy
<p>1. <u>Monitoring completion of student assignments and homework.</u></p> <p>a. Should this be identified as a parent responsibility? If so, how should the compact describe the responsibility? Should it vary by grade level?</p>		
<p>b. Should the student's responsibility be identified? How should the compact describe it?</p>		
<p>c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility?</p>		
<p>2. <u>Helping the student with his/her schoolwork.</u></p> <p>a. Should this be identified a parent responsibility? If so, how should the compact describe the responsibility? Should it vary by grade level?</p>		
<p>b. Should the student's responsibility be identified? How should the compact describe it?</p>		
<p>c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility?</p>		
<p>3. <u>Involving child in real-world activities that support the school curriculum.</u></p> <p>a. Should this be identified as a parent responsibility? If so, how should the compact describe the responsibility?</p>		

<p>b. Also a student responsibility that should be in the compact? If so, how should it be described?</p>		
<p>c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility?</p>		
<p>4. Any <u>other family responsibilities for supporting student learning at home</u> that should be included in the compact? For each one: a. How should the parent's responsibility be described?</p>		
<p>b. Is there a corresponding student responsibility?</p>		
<p>c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility?</p>		

7. Helping the child be ready for school
(Family Responsibilities and School Supports)

Remember to keep the following criteria in mind when developing the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

LEAD QUESTION: What are the goals for helping the child be ready for school? Why is it important?

Policy Questions	Glenmount's Current Policy and Practice (see below for district's policy)	Our Proposed Policy
1. <u>Monitoring/Helping with Attendance.</u> a. Should this be identified as a parent responsibility? If so, how should the compact describe it?		
b. Student responsibility? How should the compact describe it?		
c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility?		
2. <u>Providing Materials and Supplies.</u> a. Should this be identified as a parent responsibility? If so, how should the compact describe the responsibility?		
b. Student responsibility? How should the compact describe it?		

<p>c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility? Should this include providing materials and supplies for low-income families?</p>		
<p>3. <u>Supporting the School in Developing Positive Behaviors.</u> a. Should this be identified as a parent responsibility? If so, how should the compact describe it?</p>		
<p>b. Student responsibility? How should the compact describe it?</p>		
<p>c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility?</p>		
<p>4. Any <u>other family responsibilities for helping the child be ready for school</u> that should be included in the compact? For each one: a. How should the parent’s responsibility be described?</p>		
<p>b. Is there a corresponding student responsibility?</p>		
<p>c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility?</p>		

8. Communicating and working with the school **(Family Responsibilities and School Supports)**

Remember to keep the following criteria in mind when developing the policy:

1. Is it **clear enough**?
2. Is it **specific enough**?
3. Is it **good enough** to make sure the requirement and its goals are fully met?

LEAD QUESTION: What are the goals for family responsibility for communicating and working with the school? Why is it important? To include and involve parents in the daily activities of their children.

- (1) For checking and responding to communication: To gain knowledge about what your child is doing and what the school is doing and be better able to help them. Children learn better when everyone is involved. So children not left in the dark. Won't work if parents are not checking for the information and responding as appropriate.
- (2) For attending meetings related to the student's achievement: Similar reasons, plus importance of parent providing information about their child and for teacher and parent collaborating on what is best.
- (3) For participating in decisions about the child: I know my child, how they learn, his needs. Every child learns differently, education should be tailored to each child, importance of education that is relevant to the child, his/her situation and culture. Building a better society.

Policy Questions	Glenmount's Current Policy and Practice	Our Proposed Policy
<p><u>1. Checking communication from the school and responding to it.</u></p> <p>a. Background: What kinds of communication are sent home, and how are they communicated? (Information in the Tuesday folder. Reports to families on their children's progress identified in the last Working Group meeting. Individual communications from teachers about a particular student. Other communications?)</p>		
<p>b. Should parents be responsible for checking? For responding? How should the compact describe this responsibility?</p>		
<p>c. Any student responsibility for this family-school communication that should be identified in the compact?</p>		

Policy Questions	Glenmount's Current Policy and Practice	Our Proposed Policy
<p>d. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility? (Anything from the section on frequent reports to parents on student progress in the last Working Group session? Other supports or information that are needed in order to ensure families are seeing the information, understanding it, and responding to it?)</p>		
<p>2. <u>Attending meetings related to the student's achievement.</u> a. Background: What are the different kinds of meetings related to the student's achievement? (See the list in the current compact, below. Any others?)</p>		
<p>b. Should meeting attendance be identified as a parent responsibility in the compact? If so, how should it be described?</p>		
<p>c. Any student role or responsibility that should be identified in the compact?</p>		
<p>d. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility? (Anything from the section on parent-teacher conferences in the last Working Group session.)</p>		
<p>3. <u>Participating with school in educational decisions about the child.</u> a. Background: What kinds of educational decisions are made about children? (Class and course levels and assignments? Grade promotion or</p>		

Policy Questions	Glenmount's Current Policy and Practice	Our Proposed Policy
retention? Assignment to particular programs? Services? Learning plans, formal or informal, and supports? Other decisions?)		
<p>b. What should be the parent's roles, rights, and responsibilities in these decisions? How should they be described in the compact?</p>		
<p>c. What should be the student's roles, rights, and responsibilities in these decisions? How should they be described in the compact?</p>		
<p>d. What supports and/or information, if any, should the school provide or offer to families to help play these roles in making decisions about the student?</p>		
<p>4. Should the compact include <u>any other family responsibilities for communicating and working with the school to support the child's achievement?</u> For each one:</p> <p>a. How should the parent's responsibility be described?</p>		
<p>b. Is there a corresponding student responsibility?</p>		
<p>c. What supports and/or information, if any, should the school provide or offer to families to help with this responsibility?</p>		

*** District Family and Community Engagement Policy:**

City Schools and each school will offer training and materials to help parents/families monitor and support the academic achievement of their children. Materials and information sent home to parents shall be in clear and understandable format and language.

***District Instructions to School on Building Family Capacity for Involvement (for Title I Family and Community Engagement Plan)**

Your school should provide assistance to families in order to support their:

- Familiarity with Title I requirements;
- Understanding of MSDE's Common Core State Standards and assessments;
- Connections to other programs and activities, including Head Start, HIPPI, and parent resource centers;
- Involvement in school activities and governance; and
- Engagement in actively supporting academic progress and achievement.

9. Family Involvement in the Planning, Review, and Improvement of the School's Programs

LEAD QUESTION: What is the purpose of having families involved in planning, review, and improvement of the educational program? Parents know their children best and what is important to them. They have their own perspective on what's working or not. If I have no input, I would be a hindrance to my child's learning. If you help build something, you understand it better and are more invested in it (better than just passively being told what the programs are).

Title I Requirement: Involve parents, in an organized, ongoing and timely, in the planning, review, and improvement of programs under Title I, Including:

- a. The planning, review, and improvement of the parent involvement policy
 - b. The joint development of the schoolwide program plan under section 1114(b)(2)
 - c. The planning, review, and improvement of other aspects of the school's program.
- The parent involvement policy must spell out how these things will occur.

Remember to keep the following criteria in mind when developing the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p><u>1. Jointly developing the schoolwide program plan.</u></p> <p>a. <i>Background:</i> Under Title I,</p> <ul style="list-style-type: none"> • Key program components of a quality education program must be provided to every student including, among other things: <ul style="list-style-type: none"> ○ Accelerated and enriched curriculum aligned with state standards; ○ Effective instructional methods; ○ Timely and effective assistance whenever the student is having difficulty mastering any of the standards; ○ Highly qualified teachers who are receiving high-quality, ongoing professional development to enable every student to meet the state standards. • How the school will provide each of these required program components must be spelled out in the school's Title I program plan, which must be: <ul style="list-style-type: none"> ○ Based on a comprehensive needs assessment of the entire school – 		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>which must include not only student achievement data but also assessment of the needs of the school in relation to each of the required program components above;</p> <ul style="list-style-type: none"> ○ <i>Jointly developed with the parents of the school.</i> ● How the program plan will be jointly developed with the parents of the school must be spelled out in the school’s parent involvement policy, which in turn must be jointly developed with and approved by the parents of the school. 		
<p>b. How will the schoolwide program plan be jointly developed with the parents of the school?</p> <p>[For each of the questions below, consider: (1) the things required in the school program plan; (2) the process we agreed upon for jointly developing the family involvement policy, and how that has been working; (3) additions to or changes from that process that are needed to make sure that the components of the school program plan are effectively and jointly developed with the families of the school.]</p>		
<p>i. What does “jointly developing” the program plan mean?</p>		

<p>Policy Questions</p>	<p>Glenmount Current Policy and Practice</p>	<p>Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)</p>
<p>(A) Ground rules?</p>		
<p>ii. Who should be involved in the joint development?</p> <p>(A) How are they recruited and selected?</p> <p>(B) What about students?</p> <p>(C) What should be done to engage families who are not directly participating in the ongoing joint meetings to develop the plan?</p>		
<p>iii. How will they conduct the comprehensive needs assessment for each of the required components of the plan?</p>		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
iv. How will they develop the plan for each of the components?		
v. What kinds of information and training will people need in order to play a fully informed and constructive role as active partners?		
vi. Playing it out: Taking one required part of the program plan as an example, what would the process actually look like? Based on playing it out, what needs to be added to the above?		
2. <u>Organized, ongoing, and timely involvement in planning, review, and improvement of other aspects of the school's programs.</u>		
a. What other things about the school's programs get decided over the course of the year but are not included in the school's program plan? i. Initiation of new programs, including ... ? ii. Changes in existing programs, including ... ? iii. Staffing and resources for programs? iv. Other?		
b. How should "organized, ongoing, and timely" family involvement in <u>planning</u> these programs be conducted? i. Is it the same as or different from the process for jointly developing the school's program plan (#1 above)? Should it vary among types of decision? ii. In any case, what will ensure that it is organized, ongoing, and timely?		
iii. What about students?		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
c. How will there be organized, ongoing, and timely family involvement in <u>review and improvement</u> of these programs, in order to make sure that these programs are as effective as possible?		
d. Involvement in budget decisions i. How should families be involved in decisions about the overall school budget for the school’s programs (including the overall Title I budget)?		
ii. How should families be involved in decisions about the budget for family engagement?		
3. <u>Planning, review, and improvement of the parent involvement policy.</u> (For the planning part, note that the policy must be jointly developed with and approved by the “parents” of the school, as we are attempting to do now.) Note: We will have other opportunities to revisit this area later.		
a. <i>Planning</i> – Joint development and approval of the parent involvement policy. i. First, review both: (A) the written process for developing the policy that we agreed to before we began and (B) how well the process is working or how it could be improved. Should there be any changes or additions?		
ii. What about students’ role?		
b. <i>Reviewing and improving</i> the parent involvement policy. The policy and its implementation must be reviewed, and improvements made as determined necessary, annually. i. How and when should that happen?		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
ii. In what ways, if any, should it be different from the process of jointly developing and agreeing on it? Can we do a better job of looking at how well each element of the policy is working, and why? Should data gathering on this be built in throughout the year?		
iii. What about students' role?		
4. <u>Other issues</u> concerning family involvement in planning, review, and improvement of the school's programs that should be addressed?		

APPENDIX FOR #9

Description and Purpose: The Partners in Education Working Group is a multi-generational group of family and school leaders working to inspire other families to elevate their voices and perspectives to promote improvements in their children’s education. Our goal is to develop a new vision for family engagement which empowers families to work with schools as full partners to ensure the quality of their children’s education. Together we will create a new family engagement policy to help us make that vision a reality.

**PARTNERS IN EDUCATION (PIE)
PLAN FOR JOINTLY DEVELOPING THE FAMILY INVOLVEMENT POLICY**

<p>What does “Joint Development” mean?</p>	<ul style="list-style-type: none"> • A group effort between the school and the families of the school in which all the participants <ul style="list-style-type: none"> ○ Have a voice and develop the plan from the beginning ○ Are engaged before a decision is made ○ Are not simply being heard – but are developing it together, throughout the process, as equal partners ○ Come to the table with much of the same basic background information needed to inform the decision
<p>Who is involved in developing the policy? How are they selected?</p>	<ul style="list-style-type: none"> • Open to all, but a core group of at least 25 members, with roughly equal numbers of family and school staff, including at least two students; staff should include teachers, administration when possible, social workers, key School Family Council members, and a school-community liaison • The core group should be committed to the process and be willing attend at least six meetings in four months of developing the policy • A steering committee will work with Grand Partners staff to plan PIE meetings. The steering committee is made up of at least 3-4 grandparents and parents, the school principal, vice principal, and the school’s lead staff person for family engagement. Additional grandparents and parents who take leadership roles in the PIE working groups may be invited to join the steering committee
<p>How do we prepare parents and grandparents to be involved?</p>	<ul style="list-style-type: none"> • Overview of meetings and process; visuals describing process and school structure; training seminars • Grandparents and parents who join the PIE working group after the initial training session may receive individual training from Grand Partners staff and/or other steering committee members.
<p>How will they work together?</p> <ul style="list-style-type: none"> • What are the criteria for addressing each parent involvement requirement? • What are the ground rules for the Partners in Education family engagement policy development working group? • How will meetings be organized? 	<ul style="list-style-type: none"> • Start discussion of each requirement of the policy by asking what is the goal or specific purpose for that part. • Each part of what we develop must demonstrate that it is clear enough, specific enough, and good enough to effectively carry out the requirement and fulfill its purpose. • Strive to make decisions by consensus. If not achieved, a vote showing basic widespread agreement both among the families and among the staff can allow the group to go forward until the next discussion. • A safe space to share input emphasizing respect and listening to everyone • Clear time frame for input before final decision • When possible, meetings should be jointly facilitated by Grand Partners staff, school personnel, parents/grandparents, and students. • A Steering Committee of grandparents and parents will plan each of the meetings August through December with feedback from school staff.

<p>How will ongoing communication among group members take place?</p>	<ul style="list-style-type: none"> • Each meeting will have a note taker who will compile consolidated minutes from PIE meetings and PIE steering committee meetings. • Monthly communications about key decisions and discussions will happen by sharing consolidated minutes in the following ways: posting them on the school parent board, making copies available in the front office, emailing them to all PIE participants, posting them on the school website, and sending them home in the “Tuesday” folders with the children. Social media may also be used. Work/discussions will be done in both small and large groups • Small groups could include work on research and communication tasks. They will be outcome driven. • Each small group will have a lead facilitator/reporter. • Small groups will receive a template/framework to follow and use to report out. • Each discussion needs strong facilitation to ensure everyone has a chance to be heard and no one dominates. • Each meeting should conclude with a review of clear deadlines. • All communications should include a combination of email, phone calls, or hard copy communications based on the preferred communications methods conveyed by the parents. • PIE participants will be asked their communication preference when they sign up. • Outreach for the initial PIE meeting will be conducted through: having grandparents/parents stationed at the door to invite people to the meetings, putting flyers into the materials of local businesses, sending a mailing through the school’s system, and sending a message through the school’s robo-call system. • When the core members of the PIE working group have been determined, they will be publicized to parents/grandparents through the minutes.
<p>How will the draft policy be approved?</p>	<ul style="list-style-type: none"> • When the policy is finalized, school staff will share it in advance of a full vote through regular mail (sharing in December is recommended). Parents/grandparents and school staff will be invited to come in person to give feedback on the full policy. • A full vote on the policy will take place in January. (More discussion of this process is needed)

10. Meetings and Information Related to Family Involvement in Schoolwide Program and Policy Decisions

Remember to keep the following criteria in mind when developing the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

LEAD QUESTION: For families to successfully and fully participate in decisions about schoolwide policies and programs, what kinds of forums and information do they need for gaining understanding, developing viewpoints, and being full partners in the decisions?

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>1. <u>Annual Meeting</u></p> <p>a. Background: Under Title I the school must “convene an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school’s participation under Title I and to explain the requirements of Title I, and the right of the parents to be involved.” The family engagement policy must spell out how this will be carried out.</p>		
<p>b. Purposes: In addition to the three purposes identified in the law, are there other purposes or goals for this meeting? For example, to allow all families to come together in one session to meet each other and to decide on how they want to work with each other?</p>		
<p>c. Who should do the planning for the meeting? (Think about how that could affect whether all families from all backgrounds are successfully reached, encouraged to attend, and are able to fully understand and successfully participate at the meeting.)</p> <p style="margin-left: 20px;">i. Role of the PTSA in planning?</p> <p style="margin-left: 20px;">ii. Role of students in planning?</p>		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
d. What, if anything, should go into this policy about: i. Selection of a convenient meeting time?		
ii. The invitation, and how it is communicated?		
iii. Encouragement to attend? (I) Supports to attend?		
iv. The agenda? Topics in addition to those identified by BCPS and Glenmount (at right)?		
v. Materials, in addition to those mentioned at right on the previous question? (See also #2 below.)		
vi. Time to really understand the materials? It is probably not realistic to expect that the range of materials to be addressed here can be absorbed and understood during a meeting if families are seeing them for the first time. What does that suggest, in terms of: making the materials, with explanation, available in advance? multiple sessions? other approaches? (See also #2 below.)		
vii. Leadership roles at the meeting?		
viii. Follow-up after the meeting?		
2. <u>Timely information about schoolwide programs.</u> a. Title I background: As part of involving parents in schoolwide policy, the school must provide the parents of the school with:		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<ul style="list-style-type: none"> • “timely information about programs under Title I; • “a description and explanation of the curriculum in use at the school • the forms of academic assessment used to measure student progress • the proficiency levels students are expected to meet.” <p>In addition, note the information to be reviewed at the annual meeting, above.</p> <p>The family engagement policy must spell out how this will be carried out.</p> <p>In answering the questions below, consider students as well as parents/grandparents.</p>		
a. When should this information be provided, in order to be “timely”?		
b. In what way(s) should parents receive or access it?		
c. In what form(s) should it be presented?		
d. Should there be family involvement in putting together and reviewing the materials before they go out, in order to make sure that it is both provides full information and is understandable? How should they be involved?		
<p>3. <u>Regular meetings to formulate suggestions and participate in schoolwide educational decisions.</u></p> <p>a. Title I Background: The school must “provide . . . 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.” The parent involvement policy must describe how this will done.</p>		
<p>b. <u>Regular meetings to formulate suggestions.</u></p> <p>(In considering this, take into account that “formulating” suggestions is different from presenting or making suggestions, or responding to something on the spot. It comes before making suggestions and can require some</p>		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
time, including time for parents to share perspectives among themselves.) i. Timing – how often? When?		
ii. How should they be organized? Role of parent leadership?		
iii. How publicized?		
iv. How should they be conducted? Role of parent leadership? (I) See question about times for “formulating” as distinct from immediately reacting or commenting.		
v. Student role?		
vi. Other ways to make suggestions, outside of meetings?		
c. <u>Regular meetings/opportunities to participate, as appropriate, in decisions relating to the education of their children.</u> [Note: We have already addressed this for decisions relating to the individual child. So here the focus should be on broader schoolwide educational decisions that affect the education of students more generally. [Decisions affecting students more generally are also being addressed today in the other group, dealing with family involvement in planning, reviewing, and improving the school’s academic programs. We will combine the work of both groups.]		
i. How should families participate in such decisions? Does it vary by type of decision?		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
ii. Informing families (and staff) in advance when the school will be making such decisions? What do the families (and staff) need to know about the decisions in advance?		
d. School <u>response to any such suggestions as soon as practicably possible</u> i. Time frame? Should it vary by the type of issue or suggestion?		
ii. Process? For example, opportunity to discuss the suggestion and any school concerns about it before a decision is made?		
iii. Other aspects of school response that should be addressed in the policy?		
4. <u>Flexible meetings and supports.</u> a. Background: Under Title I, the school must “offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under [Title I], transportation, child care, or home visits, as such services relate to parental involvement.” The family engagement policy must spell out how this will be carried out.		
b. What should be the process for deciding on meeting times? Who should be involved?		
c. Should transportation to meetings be offered? On what terms? Should Title I funds be used for it?		
d. Should child care at meetings be provided? On what terms? Should Title I funds be used for it?		

Policy Questions	Glenmount Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
e. Should home visits be provided? When, for what purposes, and on what terms? Should Title I funds be used for them?		
f. Any other supports for meetings?		
5. <u>Any other topics or issues</u> on meetings and information for policy involvement?		

11. Developing Parent Leadership and Staff Capacity

LEAD QUESTION:

Overall Note: For each question where it might be relevant, consider what role, if any, is played by the Parent Teacher Organization (PTO) and by the Student Government (SG).

Remember to keep the following criteria in mind when developing the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>1. <u>Training parents to enhance the involvement of other parents.</u></p> <p>Background: Under Title I, the school (and the district) may “train parents to enhance the involvement of other parents.”</p> <p>(This is one of several things the school and district may do in order to “ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement.”)</p> <p>Remember that "may" means that it is up to the school and parents together, in jointly developing and agreeing on the parent involvement policy, to decide whether these things should be provided.</p>		
<p>a. Should parents be trained for this leadership role?</p>		
<p>i. Students as well – should they be trained to enhance the involvement of other students?</p>		
<p>b. If so,</p> <p>i. Who should be trained for this leadership role? How should they be recruited and selected?</p>		
<p>ii. They will be trained to enhance the involvement of other parents (and students, if we choose to involve students). But more specifically, what should they be trained to do?</p> <p>(Consider the different roles for parents we have addressed under the overall Family Involvement Policy and the various forms of support needed to play those roles. In what ways could/should trained parent leaders help other parents play those and help with the capacity-building supports they need?).</p>		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
iii. Who should be involved in designing the training?		
iv. Who should be involved in providing the training?		
v. When and how, for example: (A) Timing and number of training(s)? (B) Format? (C) Approaches? (D) Other things about the training?		
vi. Are there other things that should be done to help make sure that the trained parents are effective and are being used as fully as possible by other parents?		
(A) Should there be a group identity for those who are trained, rather than just seeing it as individuals? Functions of the group (for example: ongoing communication among them)? Mechanisms for responding to parent needs for help?		
(B) Should parents be given information about these trained parent leaders? How should it be provided?		
(C) Any other things that should be done to help develop capacity of certain parents to enhance the involvement of other parents?		
vii. Should the effectiveness of the help the trained parent leaders give to other parents and how much parents are utilizing them be assessed? How/when/etc.		
2. <u>Educating school staff, with the help of parents, in the value of parents' contributions and in how to work with them as equal partners.</u> Background: Under Title I, the school must, “with the assistance of parents,” “educate teachers, pupil services personnel, principals, and other staff . . . in		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>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.”</p>		
<p>Key elements of a plan for doing so: a. Role(s) of parents in helping design the staff education?</p>		
<p>b. Role(s) of parents in providing he staff education?</p>		
<p>c. Looking at each of the required elements of the staff education (in the background above), more thoughts about: i. More specific topics and content for each?</p>		
<p>ii. How best to get each across (including how, during the sessions, to actively engage the staff being trained)?</p>		
<p>iii. How to ensure that the staff education in each of these areas has been successful?</p>		
<p>d. Should there be any parallel provision for educating staff on student involvement and voice? i. If so, how would any of the above be changed (in terms of role, topics/content, methods, student role in helping design or participating, evaluation)?</p>		
<p>3. <u>Involving parents in the development of overall staff training and professional development (beyond training about parent involvement).</u> Background: Under Title I, the school (and the district) may “involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.” Since there is a separate provision (above) for educating staff on parent involvement, this provision is aimed at parents helping develop</p>		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>the staff development beyond that (for example, on effective teaching methods or ways of addressing individual student needs) to improve staff capacity to do their work.</p> <p>Notes:</p> <ul style="list-style-type: none"> Remember that "may" means that it is up to the school and parents together, in jointly developing and agreeing on the parent involvement policy, to decide whether these things should be provided. The specifics of professional development at the school will be addressed in depth in Stage 3, when we get involved in developing the schoolwide program plan. 		
<p>a. Should parents be involved in the development of this staff training?</p> <p>i. Students as well?</p>		
<p>b. If so,</p> <p>i. Role(s) of parents (and students) in helping develop the training/staff development?</p>		
<p>ii. Role(s) of parents (and students) in participating in the training sessions?</p>		
<p>iii. Preparation of parents (and students) to play these roles?</p>		
<p>iv. How to assess and ensure that the family involvement in this has improved the effectiveness of staff development?</p>		
<p>c. Other?</p>		

12. Accessibility

Remember to keep the following criteria in mind when developing the policy:

1. Is it **clear enough**?
2. Is it **specific enough**?
3. Is it **good enough** to make sure the requirement and its goals are fully met?

LEAD QUESTION:

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>1. <u>General – Providing information in a format and language the parents can understand.</u></p> <p>Background: Title I requires the school to “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.”</p> <p><i>Note: In answering these questions about understandable information, please think about the various types of information sent or given to parents – such as reports on student data (individual and schoolwide); information about parent involvement (including this family engagement policy); school programs (including the core academic programs in the schoolwide program plan); Common Core standards; curriculum and what students are learning; various kinds of assessments and what they measure; notices and other information sent to individual parents, students etc.</i></p>		
<p>a. What formats and ways of displaying information should be used for the various forms of information – in terms methods of written presentation, ways the information is organized, how it is presented, visual design, etc. – in order to make the information understandable?</p>		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
i. Should some kinds of information be presented in more than one different format? When?		
b. <u>Understandable language.</u> i. What should be done to make the language as understandable as practicable?		
ii. How should the school address the twin needs of making the information understandable and making sure the information is full and thorough so that parents can be full and equal partners with similar understanding? I.e., to what extent is it a matter of finding clear, understandable ways of communicating the same information that school staff can and do understand? To what extent is it instead a matter of communicating different information than staff receive on a particular matter?		
c. Should there be parent involvement in helping develop and review material for understandability before it goes out? If so, how?		
d. Should there be ways to assess how well parents understand the information they receive? How?		
2. <u>Full opportunities for particular parent populations:</u> Background: Title I states, “ACCESSIBILITY.- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, must provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.”</p> <p>The “information and school reports required under section 1111” of Title I include:</p> <ul style="list-style-type: none"> • Student achievement data for the school, in terms of proficiency on the standards, broken down by race, ethnicity, gender, low-income status, disability status, English proficiency, and migrant status; • Comparisons of the data with the achievement levels expected by the state; • Other indicators of student progress, including graduation rates; • The professional qualifications of teachers, among other things. 		
<p>a. For parents with limited English proficiency:</p> <p>i. At meetings:</p> <p>(A) Should there be two-way translation at all meetings, for certain selected meetings, or upon parent request?</p>		
<p>(B) To the extent that it is or should be on request, how should parents with limited English proficiency be informed that they may request it? Are there things that should be done to encourage that request and overcome any reluctance to ask for something special?</p>		
<p>(C) What about parent-teacher conferences?</p>		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
(D)Is there a need to expand the pool of translators? If so, ideas? (Other parents? Students?)		
<p>ii. For information provided to parents: Should all things be translated? If not, what kinds of things do not need to be translated? How should that get decided? Please answer these questions for the three following situations:</p> <p>(A) For written information handed out or displayed at meetings (schoolwide and individual)?</p>		
<p>(B) For information sent to parents –</p> <ul style="list-style-type: none"> ● Information sent to all parents? ● Communication sent about an individual child? 		
(C) For information provided on the web?		
<p>iii. Other things that should be done to provide for and encourage full opportunities of parents with limited English proficiency to participate in the school and in their children’s education?</p>		
<p>iv. Should parents with limited English proficiency be involved in developing the approaches above to meeting their needs? How should they be involved in doing so?</p>		
<p>b. For parents with disabilities –</p> <p>i. How should accommodations, alternate forms of communication, or other services be provided: (1) for parents with physical disabilities,</p>		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>including those with visual, hearing, or communication impairments, and (2) for parents who have other disabilities, such as disabilities that affect the ability to process language, etc.:</p> <p>(A) In presentations and discussion in meetings (schoolwide and individual)?</p>		
<p>(B) In information sent to all parents?</p>		
<p>(C) In communication sent about an individual child?</p>		
<p>(D) For information provided on the web?</p>		
<p>ii. Other things that should be done to provide for and encourage full opportunities of these parents in parent involvement?</p>		
<p>iii. Should parents with disabilities be involved in developing the approaches to meeting their needs? How should they be involved in doing so?</p>		
<p>c. <u>For parents of migratory children:</u></p> <p>i. What kinds of issues or problems are experienced by parents of migratory children or by the school in fully engaging them in the school and in parent involvement?</p>		
<p>ii. How should these issues addressed?</p>		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
iii. How, if at all, should parents of migrant children involved in developing the approaches to meeting their needs?		
d. <u>For homeless families:</u> i. What kinds of issues or problems are experienced by parents in homeless families in fully engaging them in the school and in parent involvement?		
ii. How should these issues addressed?		
iii. How, if at all, should parents in homeless families be involved in developing the approaches to meeting their needs?		
e. <u>For each of these groups</u> of parents, should there be assessment of how fully they are participating? How/when?		
f. <u>Other things</u> that should be addressed on accessibility?		

13. Assistance in Understanding Information and Topics

Remember to keep the following criteria in mind when developing the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

LEAD QUESTION:

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p>Background : Under Title I, the school must “Provide assistance to parents in understanding such topics as the State's academic content standards and State student academic achievement 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.”</p> <p><u>Note:</u></p> <p>Distinction from the “Accessibility” topic. This is different from what is done to write the language of information in a way that is understandable and to make the language accessible to parents with limited English proficiency and parents with disabilities -- which is addressed above in the topic on accessibility. Here the focus is on assistance in understanding information, beyond the language in which it is written.</p> <p>The topics identified in Title I above are just examples. Assistance is not necessarily limited to these examples.</p>		
<p>1. What forms of assistance should be provided to parents for help in understanding information?</p> <p>a. Should there be any major differences in assistance depending on the type of information?</p>		
<p>2. How should the need for assistance determined? (Think about both help on the spot when a need seems to arise and planning for areas where help is likely to be needed.)</p>		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
3. Should there be mechanisms for determining whether the assistance has been successful in helping parents fully understand the topics and information?		
4. Other things that should be addressed?		

14. Community and Program Coordination

Remember to keep the following criteria in mind when developing the policy:

1. Is it clear enough?
2. Is it specific enough?
3. Is it good enough to make sure the requirement and its goals are fully met?

LEAD QUESTION:

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p><u>1. Coordination of Parent Involvement with Other Program</u></p> <p>Background: Under Title I, the school must “To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters</p>		
a. In which of the above programs, if any, do children (or their families) who also attend Glenmount participate (either before starting kindergarten at Glenmount or while at Glenmount)?		
b. What other programs if any, do children (or their families) who also attend Glenmount participate (either before starting kindergarten at Glenmount or while at Glenmount)?		
c. How should parent involvement programs at Glenmount coordinate with each of these programs? (For each of the possible forms of coordination and integration, consider how.)		
i. Sharing of information and guidance? About children? About children and family activities? About skill development? Other?		
ii. Joint programming or activities?		
iii. Sequencing? (In designing programs with attention to how one program can best build on another?)		
iv. Sharing of resources?		
v. Other?		
d. Who should be involved in promoting, designing, and reviewing coordination with other programs? Families?		
i. How?		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p><u>2. Roles for community-based organizations and businesses.</u></p> <p>Background: Under Title I, the school may provide “appropriate roles for community-based organizations and businesses in parent involvement activities.”</p> <p>(Remember that "may" means that it is up to the school and parents together, in jointly developing and agreeing on the parent involvement policy, to decide whether these things should be provided.)</p>		
<p>a. Community-based organizations (CBOs):</p> <p>i. What CBOs currently play a role in family involvement?</p> <p>ii. Are there additional CBOs that could or should be playing a role in family involvement?</p>		
<p>iii. What kinds of roles should CBOs play in supporting family involvement at Glenmount?</p>		
<p>iv. Should there be any important guidelines for CBOs involved with Glenmount (standards for their involvement, things they should not do, etc.)?</p>		
<p>b. Businesses:</p> <p>i. What businesses currently play a role in family involvement?</p> <p>ii. Are there additional businesses that could or should be playing a role in family involvement?</p>		
<p>iii. What kinds of roles should businesses play in supporting family involvement at Glenmount?</p>		
<p>iv. Should there be any important guidelines for businesses involved with Glenmount (standards for their involvement, things they should not do, etc.)?</p>		
<p>c. Who should be involved in promoting, designing, overseeing, and reviewing CBO and business roles?</p> <p>i. How?</p>		
<p>d. Other?</p>		

15. Other Capacity Building

Remember to keep the following criteria in mind when developing the policy:

1. Is it **clear enough**?
2. Is it **specific enough**?
3. Is it **good enough** to make sure the requirement and its goals are fully met?

LEAD QUESTION:

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
<p><u>1. Other activities to encourage and support fuller participation in children’s education.</u></p> <p>Background: Under Title I, the school may “conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.” (Remember, “may” means the school and the parents together decide whether this should happen.)</p>		
<p>a. We have already discussed activities in areas required by Title I – including the annual meeting (and BTSN), ongoing parent meetings to formulate input, family involvement in schoolwide program decisions (including academic program decisions through development of the schoolwide program plan, budget decisions, etc.) and in decisions about their own child, parent-teacher conferences, parent trainings.</p> <p>Are there any other activities, in addition to those already addressed above, that should be conducted to encourage and support parent participation in the education at Glenmount?</p>		
<p>b. Should there a mechanism for <i>deciding</i> whether to offer additional activities in the future (in addition to doing so here in developing the family engagement policy)?</p> <p style="padding-left: 20px;">i. How should parents be involved in that mechanism and in deciding?</p>		
<p><u>2. Adopting model approaches</u></p> <p>Background: Under Title I, the school may “adopt and implement model approaches to improving parental involvement.”</p>		
<p>a. In addition to model approaches already used,(see right), are there any other model approaches that that should be considered and/or adopted?</p>		

Policy Questions	Current Policy and Practice	Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)
b. What should the school do on a regular basis to identify and learn about model approaches elsewhere?		
c. How should decisions be made about whether a model that has been identified from elsewhere would be useful at Glenmount and whether it should be adopted or adapted (both on an annual basis and during the course of the school year)?		
d. Any roles that families should play in identifying or deciding to adopt a model approach?		
<p><u>3. Such other reasonable support for parental involvement activities as parents may request</u></p> <p>Background: Title I requires that the school “shall provide such other reasonable support for parental involvement activities under this section as parents may request.”</p> <p>This means that if parents make a request for support of parent involvement activities and the request is reasonable, then the school must provide it. (Note – this is not primarily about the specific forms of support that are agreed to in the family involvement policy. Instead it’s mainly about what happens during the course of the year when parents make requests for other supports.)</p>		
a. How should parents be made aware of their right to request other support for parent involvement activities during the course of the school year?		
b. Should there a particular method for making this request?		
c. What should be the method for considering such request and deciding whether it is reasonable?		
i. Should parent leaders or other parents play any role in considering the request and deciding whether it is reasonable? How?		

<p align="center">Policy Questions</p>	<p align="center">Current Policy and Practice</p>	<p align="center">Our Proposed Policy (mark clearly any parts of current policy or practice that should be included)</p>
<p>ii. What process of interaction should there be for interacting with the parent(s) making the request?</p>		

Issues to Be Discussed in Deciding Each of the Policy Questions in this Area

[To be used for every policy area]

1. What is the current policy or practice on this question?

2. How well is it currently working?
 - a. Parent perspective?
 - b. Staff perspective?
 - c. Barriers to better practice?
 - d. Constraints?

3. Do we need to find out more about how it's working?

4. How can we address current problems or weaknesses identified above?

5. Are there things we'd like to know about good practices in other schools?

6. So, what should the policy say?
 - a. If a family member or staff member experiences a problem with this policy area, what process should be in place for resolving it?