

**Mobile County Public
School System
Title I Parent and Family
Engagement
Local School
Guide 2022-2023**



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Phone: 251- 221-5202
Chresal Threadgill, Superintendent

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Mobile County PUBLIC SCHOOLS

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Local School Notification to Parents (Federal Law)

Informing and involving parents are key features of the Every Student Succeeds Act (ESSA). Both the “Parents’ Right-to-Know” and the Parental Notification requirements require that information be provided in a uniform format. The Annual Title I Meeting will serve as an informational parent meeting for Title I schools to inform and explain the Title I Part A requirements. Attached you will find the system’s format for collecting and disseminating written communication regarding the requirements listed below (all attachments are available in Office 365 “Parent Notifications” folder for printing as necessary):

Requirement 1 – “Parents-Right-to-Know” Flyer – Attachment A (Title I Schools Only)

Explanation: Title I, Part A, “Parents’ Right-to-Know” of the ESEA requires the Local Educational Agency (LEA) to notify parents of each student attending a Title I participating school of their rights.

Directions: This is an informational flyer (Attachment A) designed to be distributed to parents to increase their knowledge pertaining to their rights under the ESEA. **Distribute a copy to all parents and maintain a copy in your Title I documentation file (evidence box).**

Requirement 2 – Teacher Qualifications – Attachments B and C (Title I Schools Only)

Explanation: The “Parents Right-to-Know,” Title I, Part A, Section 1111 (h) (6), requires the LEA to notify parents that they may request information regarding the professional qualifications of their child’s teacher(s) (**Attachment B**).

Directions: Teachers should complete **Attachment B-1** and this information must be kept on file in your school. Upon request, provide this information to parents using the suggested format within ten (10) working days after receiving the request. Copies of all responses from parent requests must be sent to the Division of Federal and Special Programs – Parent and Family Engagement Office. In addition, each school must mail to parents the notification letter (**Attachment C**) which informs them that their child is being taught by a substitute teacher or a teacher who has not met the applicable state certification or licensure requirements. This letter must be sent to parents whose children are currently being taught for four or more consecutive weeks by the assigned individual.



Requirement 3 – Students’ Level of Achievement- Attachments D (All Schools)

Explanation: The school must provide to each parent information on the child’s level of achievement on annual state assessments.

Directions: The achievement information will be provided to all parents at a fixed time during the year along with assessment data. The parent-teacher-student partnership conferences should be conducted during the Fall Semester of 2022. This is an excellent opportunity to make parents aware of the progress of their children. However, you may use another venue to disseminate the information. This requirement should be before January 6, 2023. Attached you will find a sample of the system’s conference log to document parent participation and receipt of assessment data. The conference log is available on Office 365 (**Attachment D**).

Requirement 4 – Parent and Family Engagement Plan – Attachments E (Title I Schools Only)

Explanation: Each school receiving Title I funds must have a local school parent and family engagement plan that describes how the school will involve parents in implementing effective parent and family engagement activities to improve student academic achievement and school performance. The local school parent and family engagement plan (**Attachment E**) is a part of the Continuous Improvement Plan (ACIP).

Directions: The local school parent and family engagement plan shall be jointly developed with, agreed upon, and distributed to parents of participating children. Schools must show evidence that parents were involved in developing this plan, i.e., agendas, sign-in sheets, etc. **Please maintain a copy of both policy and plan in your Title I documentation file and distribute to all parents after the 2022 - 2023 Continuous Improvement Plan (CIP) has been approved. Each parent must receive a copy of this plan (PDF version available) or in the form of a one-pager or brochure. In addition, submit a copy of your local school Parent and Family Engagement plan** to the Division of Federal and Special Programs – Parent and Family Engagement Office.

Requirement 5 – School-Parent Compact – Attachment F (Title I Schools Only)

Explanation: As a component of the local school parental involvement policy, each school served shall jointly develop with parents for all children served a school-parent compact (**Attachment F**) that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build



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and develop a partnership to help children achieve the state's high academic standards. The local school compact must have the principal's original signature for printing.

Directions: Such compacts must be located in the teachers' classrooms and must be used as a working document when meeting with parents. Compacts should not be filed in the office area. Teachers should make dated notations directly on the compacts when communicating with parents through conferences, notes sent home, telephone calls, etc. School-parent compacts should be discussed and signed at parent-teacher-student partnership conferences or during other opportunities as it relates to individual student achievement. **For documentation purposes, one copy must be kept on file in the classroom and one copy must be given to the parent.** All Mobile County Public Schools receiving Title I, Part A funds must have a copy of their compact on file in Federal Programs for the 2022 - 2023 school year by September 30, 2022.

Requirement 6 – Limited English Proficient (LEP) (All Schools)

Explanation: Title I, Part A, Section 1112 (g) requires that each local educational agency using funds under this part to provide a language instruction educational program as determined in Part C of Title III, shall not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient (LEP) child identified for participation or participating in, such a program of the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program.

Directions: Notification should be made by memorandum from a designated LEA-level staff person to parents. **Copies should be retained at the Central Office and at the school that serves the student.**

Requirement 7 – Complaint Procedure – Attachments G and H (Title I Schools Only)

Explanation: A copy of the complaint procedure is provided for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs.

Directions: The complaint procedure will only be sent to complainants upon making a complaint to the School System. Please maintain a copy of the complaint procedure (**Attachment G**) in your Title I documentation file. Attached you will find the system's form letter to accompany the complaint procedure; (**Attachment H**) for ensuring parents' awareness of the complaint procedure. **All parents will receive notification of the complaint procedure by the local school Parent and Family Engagement Plan and the LEA Parent and Family Engagement Policy.**

Requirement 8 – Local Educational Agency Parent and Family Engagement Policy – (Title I Schools Only)



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Explanation: In an effort to ensure compliance, all Title I schools must receive a copy of the Local Educational Agency's (LEA) Parent and Family Engagement Policy that describes how the district will provide effective strategies that will strengthen the quantity and quality of parental and family involvement and how parental involvement requirements in Section 1118 will be met in the Mobile County Public School System.

Directions: This policy must be maintained in your Title I documentation file and distributed to all participating parents. The district will provide the Parent and Family Engagement Policy in a brochure format for distribution to parents.

BR/ pr

Attachments

c: Superintendent
Deputy Superintendent of
Academics
Central Office School Support



Title I Schools

2022 - 2023

Parents-Right-to-Know

ESSA, Section 1112 (c)(6)

(6) PARENTS RIGHT-TO-KNOW-

- (A) **QUALIFICATIONS-** At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
- (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- (B) **ADDITIONAL INFORMATION-** In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—
- (i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
 - (ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- (C) **FORMAT-** The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.



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Attachment B

(TO BE PRINTED ON LOCAL SCHOOL STATIONERY/LETTERHEAD)

Date

Dear Mr./Ms. or Mr. and Mrs. _____ (as appropriate):

We are pleased to notify you that in accordance with the *Every Student Succeeds Act of 2015*, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please complete the top portion of the enclosed form, and return the form to your child's school. Should you have any questions, feel free to contact Mr./Ms. _____ at (telephone number), and he/she will be happy to assist you.

Sincerely,

Principal

Mobile County Public School System/**School**

Parents Right-To-Know • Request Teacher Qualifications

Title I, Part A, Section 1112(c)(6), *Every Student Succeeds Act*, Public Law 114-95

I am requesting the professional qualifications of _____

who teaches my child, _____ at _____

Child's Name (Please Print)

School (Please Print)

My mailing address is _____

Street (Please Print)

City

Zip

My telephone number is _____.

My name is _____.

Name (Please Print)

Signature

Date

This Section to be Completed by School/Central Office

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches? _____ Yes _____ No

Is the teacher teaching under emergency or other provisional status? _____ Yes _____ No

Undergraduate Degree _____ (University/College)

Major Discipline _____

Graduate Degree _____ (University/College)

Major Discipline _____

Does a paraprofessional provide instructional services to the student? _____ Yes _____ No

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____ (Year)

Undergraduate Degree _____ (University/College)

Major/Discipline _____

College/University Credit _____ (Hours)

Major/Discipline _____

Signature of Person Completing Form

Date Returned to Parent



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Date

Attachment C

Dear Mr./Ms. or Mr. and Mrs. _____ (as appropriate):

_____. School is proud to provide your child the best possible educational experiences. To that end, we seek to employ the most qualified, competent, and caring professional and support staff to work with your child all day, every day of the school year.

All of our teachers graduated from colleges or universities that were accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting agency in another part of the United States. Further, all of our teachers participate in a rigorous teacher evaluation program approved by the Alabama Department of Education. After each evaluation, all teachers are required to participate in annual professional development activities that include enhancing their teaching skills, course knowledge, and may include other topics such as child/adolescent development or classroom management skills.

Under Elementary and Secondary Education Act (ESSA) Sec. 112(c)(6), each local educational agency (LEA) supplied with Title I funds will ensure that all teachers and paraprofessionals working in a program supported under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

As of the date of this letter, your child's teacher (or substitute teacher) does not meet applicable state certification or licensure requirements at the grade level and/or subject area in which the teacher has been assigned. He/She is, however, currently working to meet the requirements, (or the school is providing necessary support to the substitute) and we have full confidence in his/her ability to teach effectively in the current assignment.

If you have any questions regarding the qualifications of Mr./Ms. _____, please feel free to contact me at (telephone number). For additional information about the Elementary and Secondary Education Act or any other public school-related matters, please visit the Alabama Department of Education's Web site at www.alsde.edu.

Sincerely,

Principal



Partner with Parents Conference Log 2022 – 2023

ATTACHMENT D

Student	Parent	Virtual	Parent Signature (Face to Face)	Received Conference/ Progress Report	Information to Understand

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

2a. Describe how there will be a flexible number and format of parent meetings offered, 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.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school 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.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal 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.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))



School-Parent Compact

SAMPLE TEMPLATE

NOTE: Each school receiving funds under Title I, Part A of Every Student Succeeds Act of 2015 (ESSA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental engagement plan developed by the school and parents under section 1116(d)(2)(D) of the Every Student Succeeds Act of 2015. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

(Name of School)

SCHOOL-PARENT COMPACT

The _____ name of school _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act of 2015 (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The name of school will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction and do so in a supportive and effective learning environment.]

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

[Describe when the parent-teacher conferences will be held.]

3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

[Describe when and how the school will provide reports to parents.]

4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

[Describe when, where, and how staff will be available for consultation with parents.]

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

6. **Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.**

[Describe how the school will provide meaningful communication between family members and school staff in a language family members can understand.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*

- *Making sure that homework is completed.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district.*
- *Serving, to the extent possible, on advisory groups, such as Title I advisory committees and parent and family engagement committees.*

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

School Representative Signature

Parent Signature(s)

Student Signature

Date

Date

Date

[G]



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SUPERINTENDENT Chresal D. Threadgill

May 27, 2021

MEMORANDUM

TO: Principals
Title I Schools

FROM: Jacinda Hollins
Federal Programs Coordinator

RE: **Parent Compacts 2022 - 2023**

As we prepare for the 2022-2023 school year keep in mind, the Parent Advisory Committee (PAC) at each school should have participated in the compact revisions as needed. This also includes revisions of the Parent and Family Engagement section of your ACIP. For monitoring purposes there should be an agenda and sign in sheet to support your meeting. The compact template is available in Office 365; Academic Affairs, Federal Programs, click Parent and Family Engagement. All Title I schools must submit the compact formatted using the current template, which addresses six areas under "School Responsibilities". The parent compact checklist is attached and also available on Office 365.

School responsibilities are non-negotiable; they must be addressed as written; the indicators are school specific. Parent and student responsibilities may be revised. Compacts are printed on three-part legal sized paper in order to accommodate all of the components required by law. Please note the principal's "original" signature is required. **As we always strive for "continuous improvement", please use the link below to submit your 2022-2023 parent compact and compact checklist.** If by chance you have sent one via mailbag to Federal Programs, please take time to upload the compact using the link below. Please do not send the compact to print shop, compacts must be reviewed by our office prior to printing.

<https://forms.gle/8z6jZJZU7cqX4oxq5>

Please remember as the signed parent compacts are returned to school, the top copy is sent home, a copy is kept on file in the teacher's classroom, and a copy is placed with the Title I documentation (along with your PAC meeting agenda and sign-in or list of committee members). Do not hesitate to contact your assigned school improvement specialist for technical assistance.

Attachments

JH/pr

C: Dr. Lakesha Brackins
Belinda Roberts
School Improvement Specialists
Printshop

LEARNING TODAY. LEADING TOMORROW.



MOBILE COUNTY PUBLIC SCHOOL SYSTEM
Office of School-Home-Community Involvement
2022 – 2023 School-Parent Compact Checklist

Each school receiving funds under Title I, Part A of Every Student Succeeds Act of 2015 (ESSA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental engagement plan developed by the school and parents under section 1116(d)(2)(D) of the Every Student Succeeds Act of 2015. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.



Please complete the following to ensure that your school-parent compact is ready for printing. **Please include this checklist along with a copy of your compact using this link:**
<https://forms.gle/8z6jZJZU7cqx4oxq5>

Compact Requirement	YES	NO
Use the current compact template.		
Revise date: 2022 – 2023 School Year (Heading and “Year in Effect”)		
Review and revise School Responsibilities “ <i>descriptors</i> ” as needed, six areas are addressed.		
Compact does not include any reference to PTA/PTO or “fundraisers”		
Review and revise parent and student responsibilities as needed		
Compact formatted to fit legal sized paper (8 ½ X 14) not letter sized		
Principal’s “Original” Signature		
Agenda, sign in and notes on file reflecting parent meeting to review and revise compact		

Number of Compacts Needed	
Date 2022 – 2023 Compacts Needed	

Name of person submitting compact order _____

Principal Signature _____

Date _____

Office Use Only

Date Compact Order Received _____

Date Compact Reviewed _____

Date Resubmitted to School for Revisions	
Date Submitted to Print Shop for Printing	
Number Requested for Printing	
Date Needed in School	

Mobile County Public Schools
Division of Federal and Special Programs
Title I
Complaint Procedure

ATTACHMENT G

Introduction

On December 10, 2015, a new Federal education law was signed by the President. This law, the Every Student Succeeds Act (ESSA), requires schools that receive federal Title IA funding adopt written procedures for resolving complaints filed.

Definition

A “complaint” is a written, signed statement filed by an individual or an organization. It must include:

- a. A statement that a school has violated a requirement of federal statute or regulation that applies to Title IA.
- b. The facts on which the statement is based.
- c. Information on any discussions, meetings or correspondence with a school regarding the complaint.

Complaint Resolution Procedures

1) **Referral** – Complaints against schools should be referred to the District’s Federal Programs Office:

Belinda Roberts, Executive Director
1 Magnum Pass
Mobile, Alabama 36618
Phone: 251-221-5202 Email: bwroberts@mcpss.com

2) **Notice to School** – The Federal Programs Office will notify the school Superintendent and Principal that a complaint has been received. A copy of the complaint will be given to the Superintendent and Principal with directions given for the Principal to respond.

3) **Investigation** – After receiving the Principal’s response, the Federal Programs Office, along with the Superintendent, will determine whether further investigation is necessary. If necessary, the Federal Programs Executive Director and the Superintendent may do an onsite investigation at the school.

4) **Opportunity to Present Evidence** – The Federal Programs Executive Director may provide for the complainant and the Principal to present evidence.

5) **Report and Recommended Resolution** – Once the Federal Programs Executive Director has completed the investigation and the taking of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.

6) **Follow up** – The Federal Programs Executive Director and the Superintendent will ensure that the resolution of the complaint is implemented.

7) **Time Limit** – The period between the Federal Programs Executive Director receiving the complaint and resolution of the complaint shall not exceed sixty (60) calendar days.

8) **Right to Appeal** – Either party may appeal the final resolution to the Department of Education. Appeals should be addressed as follows:

Federal Programs Director
Alabama State Department of Education
Office of Learning Support
Federal Programs Section
Gordon Persons Building, Room 5348
P. O. Box 302101
Montgomery, AL 36130-2101



Mobile County PUBLIC SCHOOLS

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William C. Foster, Ed.D., Vice President - District 5
L. Douglas Harwell, Jr. - District 1
Don Stringfellow - District 2
Sherry Dillihay-McDade - District 4

SUPERINTENDENT Chresal D. Threadgill

Attachment H

Date

Dear Parent (s):

As you know, your child is enrolled in a participating Title I district. Parents must be provided with a procedure for submitting and resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs in a Title I School. Any parent/guardian, teacher, or other concerned individual or organization may file a complaint concerning a perceived legal violation within the Title I Program. A copy of the Title I Complaint Procedure is on file in your child's school and in the Division of Federal and Special Programs, Mobile County Public School System, 1 Magnum Pass, Mobile, Alabama 36618.

The Mobile County Public School System has implemented parent involvement programs and a variety of tools to evaluate the success of these programs. In addition, parent participation on various committees is a valued and critical component as we strive to improve the academic achievement of our students.

If we can provide further clarification, please contact your child's school.

Principal

Mobile County Public School System Parent and Family Engagement Policy **2022-2023**

The Mobile County Public School System's District Parent Advisory Committee which consists of parents as representatives from each school will participate in decision making for the district while providing feedback from local schools regarding the LEA plan. The district Parent Advisory Committee will meet quarterly (virtually at this time due to COVID-19) to review, support and provide improvement as necessary. Parent input is sought on all plans at both the district and school level. The names of these parents will be provided as contacts on the LEA website.

The school district will provide parent program managers, parent organizers and school improvement specialists to provide technical assistance, coordination and support to all Title I schools to ensure the implementation of effective strategies to support parent and family engagement activities. The LEA and local schools will provide at a minimum quarterly parent workshops/meetings (virtually and using Social Media at this time due to COVID-19). Local schools may fund parent organizers to ensure the implementation of effective strategies to improve parental involvement. The English Language division's Bilingual/Migrant Parent Specialist will provide additional assistance and support to migrant and English Language Learners. Community stakeholders and partners in education are also included and receive technical assistance to support parent and family engagement while building capacity within the schools. Community partners will also be encouraged to participate in all activities to support effective parent and family engagement.

The LEA will coordinate and integrate parent and family engagement strategies through the Parents as First Teachers program, Head Start Programs and Foster Grandparents; as well as the Office of School Readiness "First Class" Pre-K. Parents are encouraged to participate in all parent and family engagement activities that occur in the system. A Parent and Family Engagement Plan is developed and revised each year at the school level and parental input is garnered. Plans assure that parent and family engagement strategies, to the extent feasible and appropriate, coordinate with other relevant Federal, State and local laws and programs.

The school district will utilize the Continuous Improvement Review process to identify barriers to greater participation and assess the effectiveness of the parental involvement policy, activities, procedures, and policies as they relate to continuous improvement of parent involvement in schools. This also allows for parent participation in the continuous improvement plan process. The annual survey will be provided and made available to all parents within the LEA. The survey will be available in a language and format for all parents to understand. The survey will be provided virtually and using Social Media as well as the school website and parent email distribution lists at this time due to COVID-19. Parents may also request to have anything mailed or pick up hard copies at the school.

MCPSS will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy. The evaluation will include identifying barriers to greater participation in assisting with the learning of their children and engaging with school personnel and teachers. The school district will use the findings of the evaluation about its parental and family engagement policy and activities to design strategies for more effective parent and family engagement with teachers and school leaders to assist their children and remove any barriers to learning.

The LEA will use the Dual Capacity-Building Framework for Family-School Partnership strategies to support successful school and family interactions. The strategies will build capacity among families and schools while supporting student learning

The findings of the annual evaluation of the LEA Parent and Family Engagement Policy will be used to revise, if necessary the Parent and Family Engagement Policy. The LEA District Parent Advisory Committee will review the findings of the annual evaluation of the LEA Parent and Family Engagement Policy and if necessary revise to design evidence-based strategies for more effective parent and family engagement. The revised policy will be shared with local school parent advisory committees for further review and input.

The Mobile County Public School System's District Parent Advisory Committee which consists of parents from a representative number of schools will participate in decision making for the district while providing feedback from local schools regarding Parental and Family Engagement and the district's Title I program. The district Parent Advisory Committee will meet quarterly (virtually at this time due to COVID-19). The Mobile County Public School

Mobile County Public School System Parent and Family Engagement Policy **2022-2023**

System's website "For Parents" has information posted for all parents including the Parent Advisory Committee meeting dates and contact information for members. The district's quarterly magazine will provide information to parents and encourage parent and family engagement. The district's informative TV show, "Parent Connect" provides information and guests to provide information to keep parents informed and empowered. The parent advisory committee members who are also representatives on the local school parent advisory committees will assist with developing, revising and reviewing the parent and family engagement policy while addressing survey results.

The Mobile County Public School System's focus for the 2020-2021 school year is Alabama College and Career Ready Standards, ACAP, ACT, attendance and technology. Virtual parent meetings and social media connections will be held through the district to provide training and assistance with Schoology, ACAP, ACT and attendance along with available resources. Parents will also participate and receive information to support school to school transitions. Technology will continue to be a focus in order to bring parents into 21st Century Learning; including: basic computer usage, INOW, online curriculum programs, SCHOOLinSITES, online registration, district parent communication tools and learning platforms to support student achievement. The district will implement an on-site "Parent Connect Cafe" in the Academic Affairs building which will have computer stations available for parents during central office hours. Parents will also have the opportunity to monitor their child's progress using INOW by having access to computers at each school and central office. Central office personnel will coordinate the parent-teacher-student partnership conferences that take place in the fall of each year (virtually and by phone as necessary). Parents are provided reports on their child's expectations and actual progress on various assessments and supports that effect student achievement such as attendance.

The school district will provide professional development for parents on how to effectively communicate with schools. Workshops such as, test prep, partnership conferences, DIBELS, ACT, ACAP and technology resources will be provided. Transition for Special Needs students, grade to grade transitions, Alabama College and Career Ready Standards will also be provided virtually and/or through social media etc. Parent literacy and math nights are strongly encouraged to support literacy training and student achievement. The district parent resource center and local school resource centers work with parents to provide materials to support student achievement. Using technology, bring your own devices and current policies i.e. "Copyright Piracy" are also addressed as well as digital citizenship.

Professional development will be provided for teachers and staff on actively involving parents, teacher response time and parent communication. New Teacher Orientation will also include professional development for new teachers on how to effectively communicate with parents. The school district's Office of Home-School-Community Involvement will build the schools' and parents' capacity for strong parental and family engagement in order to ensure effective involvement of parents and to support a partnership among the schools, parents, and the community. Volunteers are solicited from community organizations to act as mentors and tutors (as available due to COVID-19 precautions). The establishment of parent resource centers in participating schools is strongly encouraged by the school district along with a district Parent Resource Center. The district has two Parent Program Managers and some schools use their Title I dollars to provide local school Parent Program Organizers. October is set aside as "Parent and Family Engagement" month.

The school district will coordinate and integrate parental involvement strategies through the Goodwill Easter Seals, First Teacher: Home Visiting program which uses the "Parents as Teachers" model; Foster Grandparents, Gulfcoast Regional Early Childcare and Head Start Programs; as well as the Office of School Readiness "First Class" Pre-K. Parents are encouraged to participate in all parent and family engagement activities that occur in the system. The Alabama Parent Education Center also serves as an active partner with the LEA. The LEA will focus on providing select high schools with resources to support parents with high school transition and graduation.

The LEA ensures that all information is available related to school programs, meetings and other activities with a collaborative effort with the district ESL teachers, translators, Catholic Social Services, student support services Social Workers and parent leaders. The district also has access to TRANSACT for ESL families. The English Language division's Bilingual/Migrant Parent Specialist will provide additional assistance and support to migrant and English Language Learners.

Mobile County Public School System Parent and Family Engagement Policy

2022-2023

The school district will provide parent program managers, parent organizers and school improvement specialists to provide technical assistance to all Title I schools to ensure the implementation of effective strategies to improve parent and family engagement. Local schools may fund parent organizers to ensure the implementation of effective strategies to improve parental involvement. The English Language division's Bilingual/Migrant Parent Specialist will provide additional assistance and support to migrant and English Language Learners. Parents may participate in the quarterly district parent advisory committee meetings and also request support for parental involvement through their local school, central office and/or email.

The LEA will solicit concerns from the district parent advisory committee and annual survey results to review and revise training for teachers and principals. Parents will participate as necessary in such training. Parents who have expertise in training areas pertinent to educators are encouraged to provide training to improve the educational experience of students.

The LEA would address the areas of greatest needs to support literacy training and provide necessary materials and resources for parents and identified schools to support their Parent and Family Engagement Program. Specifically to support the Alabama Literacy Act as necessary. Literacy materials for necessary literacy training will be purchased through Title I or local funds as necessary to ensure the availability of training and materials.

The LEA will provide funds for expenses related to child care and transportation to parent meetings, workshops and training to enable parents to participate. The LEA will include funds for such in the district budget to support parent and family engagement.

The school district will provide parent program managers, parent organizers and school improvement specialists with the guidance of the Office of Home-School-Community Engagement to provide training and support to encourage and enhance parent engagement. Local schools may also fund parent organizers to ensure the implementation of effective strategies train parents. The district parent advisory committee will also serve as a trainer of trainer model for Parent and Family Engagement.

The LEA will arrange school meetings at a variety of times, before, during and after school to maximize parental involvement and participation. The LEA will also consider other locations and Saturday events as well as "technological communications" i.e., Virtual platforms, Facetime, SKYPE, Conference Call, email and district communications to provide parents who are unable to attend such conferences at school the opportunity participate in a conference. Specifically during the necessary precautions established due to COVID-19. The LEA's Office of Home-School-Community program manager, district parent program managers and local school parent organizers will assist teachers and other support staff who work directly with participating children with in-home conferences as necessary (following COVID-19 precautions).

The LEA will implement the Dual Capacity-Building Framework (version 2) for Family-School Partnerships, a framework for designing family engagement initiatives developed from multiple research sources, that acts as a scaffold for the development of family engagement strategies, policies and programs. The LEA will provide professional development to support the Dual-Capacity Building framework as well as resources.

The LEA will establish a districtwide parent advisory council which will consist of a representative number of parents from each Title I school. The parents will participate in the decision making for the LEA which also providing feedback from schools regarding parent and family engagement and the Title I program as applicable. This council will also provide information to keep parents informed. The council will meet quarterly (virtually as necessary due to COVID-19) and as needed to represent the LEA. The website includes meeting dates, contact information and other information to keep all parents informed

The school district's Office of Home-School-Community Involvement will develop appropriate roles for community-based organizations, stakeholders and businesses to support parent involvement activities. The LEA and local school needs assessments determine the various roles developed for community-based organizations and businesses to support parent involvement. October is set aside as "Parent and Family Engagement" month, with statewide parenting day celebrated during this time, this serves as an opportunity to showcase one of the many collaborative efforts

Mobile County Public School System Parent and Family Engagement Policy **2022-2023**

between the LEA, local schools and community-based organizations and businesses. Community and business partners will receive information regarding all activities so they can support and stay informed!

In carrying out the Parent and Family Engagement requirements, to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs as evidenced by an agenda and sign in sheets. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2022.

District Policy—Title I Parent and Family Engagement

(page 1)

MEANING OF THE TERM PARENTS AND FAMILY WITHIN THIS POLICY

Within this policy, the term *parents and family* is inclusive of adults who interact with the district in support of their child, which generally includes biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings. This policy shall not be construed to authorize the disclosure of personally identifiable information relating to an individual student as protected under the Family Educational Rights and Privacy Act (FERPA) and Kentucky FERPA (KFERPA) other than to the parent(s) or eligible student unless there is a valid consent, an exception applies, or disclosure is otherwise required by law.

This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents and family of students participating in the Title I Program. Parents and family shall be notified of the policy in an understandable and uniform format, and to the extent practicable, the policy will be provided in a language that recipients can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents, family, and the school.

EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents and family of participating students shall be provided with flexible opportunities for organized, ongoing, and timely participation in the planning, review, and improvement of the Title I Program, including opportunities to suggest modifications, based on changing needs of parents, family, and the schools.

All comments indicating parent and family concerns with the Title I plan shall be collected and submitted along with the plan to the Department of Education.

The Title I Program shall be designed to assist students to acquire the capacities and achieve the goals established by law as well as the goals and standards established by the Board. These goals and standards shall be shared with parents and family in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the achievement levels in the challenging state academic standards, the achievement level of their child on (to the parents only) the challenging state academic standards assessments; and (3) if requested by the parent(s), opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their child.

Title I Parent and Family Engagement District Policy (cont.)

SUPPORT FOR PROGRAM

If the district's Title I allocation is \$500,000 or more, the district shall reserve not less than 1 percent of its allocation for the purpose of promoting parent and family engagement and shall distribute to Title I schools not less than 90 percent of the reserved funds. Parents and family of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parent and family engagement activities.

The district will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1. Designation of resources to assist in communicating with parents and family, transporting them to meeting sites and/or implementing home visits, providing childcare for meetings, encouraging them to use available parent and family resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services.
2. Sharing options for coordinating and integrating Title I Program strategies with services of other community programs, businesses, and agencies
3. Identification of ways in which parents and family can be engaged in staff training activities to demonstrate the value of parent and family engagement and various techniques designed to successfully engage parents and family as equal partners in their child's education
4. Making a good faith effort to convene an annual meeting at a convenient time to which all parents and family of participating children shall be invited and encouraged to attend for informing them of their school's participation in and requirements for Title I Programs and of their rights to be involved
5. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this policy in improving the academic quality of schools receiving Title I funds and the plan designed to implement it. The process shall focus on the following questions:
 - Does this policy increase parent participation?
 - What barriers to parent participation still exist, and how can they be reduced or removed?The findings produced by the annual evaluation shall be used to design strategies for school improvement and for revising this policy, if necessary.

Title I Parent and Family Engagement District Policy (cont.)

6. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

SCHOOL Plan/POLICY

Each school shall include in its Continuous Improvement Plan, for review and comment, its Title I school parent and family engagement plan/policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent and family engagement policy, compact and accompanying checklist shall be kept on file in the Central Office.

RECEIVING AND RESOLVING COMPLAINTS

The district shall establish a written procedure for a parent, family member, or other individual to submit a complaint alleging a violation of Title I, Part A. The written procedure shall be available on the district website and upon request from a school or the district Title I Office.

REFERENCES:

Alabama State Department of Education: <https://www.alsde.edu/>
Section 1118 of Improving America's Schools Act (IASA) of 1994
P. L. 114-95, (Every Student Succeeds Act of 2015)



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Don Stringfellow - District 2
Sherry Dillihay-McDade - District 4

SUPERINTENDENT Chresal D. Threadgill

August 10, 2022

MEMORANDUM

TO: Principals

FROM: Jacinda Hollins
Federal and Special Programs

RE: **Annual Title I Meeting and Parent Meetings**

Annual Title I Meeting

According to Section 1118 of the Elementary and Secondary Education Act (ESEA) and the Title I, Part A Parental Involvement Non-Regulatory Guidance,

“Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents to inform them of their school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and right of parents to be involved in those programs.”

Per the Alabama State Department of Education, each school must hold an Annual Title I meeting to ensure that your school meets these requirements. The necessary documentation, the “revised” power point, agenda, notes and talking points are available on **Office 365: “Academic Affairs > Federal Programs > Parental Involvement”**. This information will assist the Principal and any other certified individual with the planning and presentation for the “virtual” Title I Annual Meeting. **Please use the link below to complete the certification of your Annual Title I Meeting on or before September 09, 2022.**

<https://forms.gle/wjSpizesQMferk4c9>

In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs. Schools must also offer a flexible number of face to face and/or virtual meetings such as morning and/or evening so that as many parents as possible can participate. The virtual meetings may be by Webex, Google Meet, and FACEBOOK etc. The Annual Title I Parent Meeting can be documented by parents placing their names in the comment/chat sections (with the student’s name) or a virtual “snapshot” of the video grid. The agenda, minutes and a copy of the documentation of participating parents must be kept on file.

Schools will receive information regarding Parent Notifications for the 2022-2023 school year and “The Parents Right to Know” brochures and other required information. After reviewing this information and the powerpoint, please inform parents that copies of the notifications will be provided electronically and on the school website at a later date. Parents may also request hard

LEARNING TODAY. LEADING TOMORROW.





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SUPERINTENDENT Chresal D. Threadgill

copies as necessary. **Please email a copy of the agenda and documentation of parent participation to Mrs. Erica Abrams (eabrams@mcpss.com). All meetings should be held before September 30, 2022.**

Parent Meetings

Additional parent meetings are required (at least one per quarter) to support your Title I Schoolwide program. These meetings must be held virtually until further notice. The virtual meetings may be by Webex, Google Meet, and FACEBOOK etc. Schools must also offer a flexible number of virtual meetings such as morning and/or evening so that as many parents as possible can participate. Parent meetings may also be documented by parents placing their names in the comment/chat sections (with their student name) or a virtual “snapshot” of the video grid. The agenda, minutes and a copy of the documentation of participating parents must be kept on file along with any fliers and pictures of digital announcements of meeting and/or information sent to parents. Statewide Parent and Family Engagement month is scheduled for October, the theme and other information will be forwarded once it is received. Begin thinking about the many virtual and social media ways to support Parent and Family Engagement Month!

Please do not hesitate to contact me if you have any questions, comments or suggestions as we move forward with removing barriers for the parents of the Mobile County Public School System.

District and Local School Parent and Family Engagement Plan/Policy Procedures 2022 – 2023

Please adhere to the following in order to provide a copy of “The Parent and Family Engagement” section of the CIP Diagnostic of your local school “Parent and Family Engagement” Plan (PFEP) to parents:

- Local school **PFEP** must be sent home to all parents in order to inform them of plans for parent and family engagement.
- The **PFEP** must be copied from the CIP Diagnostic (answers to questions) and formatted into a one page document (back and front) or brochure for distribution to parents.
- The **PFEP** should include how the school is addressing parent and family engagement due to COVID-19 (social media, virtual etc.).
- The one page document or brochure must have a heading that includes:
 - “School Name” Parent and Family Engagement Plan
 - 2022 – 2023
- Parents may receive a copy of the local school **PFEP** electronically (email), using the school website, FACEBOOK, etc. Please save a snapshot/picture of how you are using the aforementioned to distribute the **PFEP** to parents.
- Please follow Xerox procedures if you will need to request copies of the local school parent and family engagement plan to send home:
 - Submit a request to Xerox (WEB CRD) along with a copy of the one page document or brochure along with the number needed.
- Please send a hard copy of your local school **PFEP** via the mailbag to Paula Reese in Federal Programs and keep a copy for your CIP/Title I evidence.

District Parent and Family Engagement Policy– Local Educational Agency Plan – (Title I Schools)

In an effort to ensure compliance, all Title I schools must receive a copy of the Local Educational Agency’s (LEA) Parent and Family Engagement Policy that describes how the district will provide effective strategies that will strengthen the quantity and quality of parental and family engagement as well as how parent and family engagement requirements in Section 1118 will be met in the Mobile County Public School System. In order to provide a copy of the District Parent and Family Engagement Policy:

- The District Brochure may distributed to parents electronically (email), using the school website, FACEBOOK, etc. Please save a snapshot/picture of how you are using the aforementioned to distribute the District Brochure to parents.
- The District Brochure is available to order on WebCRD, <http://webcrd.mcpss.com>.
- After logging in, search with the keyword “Parent” under the Search Catalog option at the main ordering page. It can also be found by clicking GO on the Special Forms & Documents button and finding it under the Federal Programs folder.
- Please Note: If you choose to upload the form instead of using the catalog item, it will be charged to your school as a normal WebCRD order.
- This plan must be maintained in your Title I documentation file and distributed to all participating parents

School Requirements

Title I Parent and Family Engagement Requirements

Title I School: _____

Parent and Family Engagement Allocation: _____

Requirements:

1. The **Title I** law requires each school receiving **Title I** funds to include meaningful parent input in the decisions regarding how Parent and Family Engagement (PFE) funds will be used to increase PFE at the local school.
 2. Each school **must** distribute a copy of the district's PFE Policy to each parent. A copy of the policy is found in this handbook.
 3. Each school **must** convene an annual meeting (open house, orientation, etc.) to inform parents of the school's **Title I services** and PFE initiatives and to encourage parent input.
 4. Each school **must** develop a 1) School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and 2) a PFE Policy that explains how the school and parents will build and develop a partnership to help children achieve the state's high standards.
 5. A copy of the school's PFE Policy, School-Parent Compact, and **Title I** annual meeting agenda **must be submitted to the Title I Office**. **Include the sign-in sheet** with meeting agenda as evidence of parent involvement.
 6. Each school must appoint and recruit a **Parent Advisory Council representative** and **Family Engagement Team leader** or show evidence of recruitment efforts if unable to find someone to serve in these roles.
 7. Each **Title I** school is responsible for involving parents in an annual evaluation and review of its PFE activities.
- The **Parent Advisory Council/Committee** is encouraged to approve and adopt the PFE Policy and School-Parent Compact.
 - Close collaboration with **Family Resource and Youth Services Center (FRYSC)** coordinators and the **Parent Teacher Association (PTA)** is highly encouraged in the implementation and monitoring of PFE initiatives.
 - The **Title I** Office will provide professional learning and support to school administrators, Family Engagement leads, and Parent Advisory Council members and will monitor the use of local school **Title I** PFE Allocations.

Mobile County Public School System
Parent and Family Engagement Quarterly Summary Sheet
2022 - 2023

School_____Quarter_____Date_____

Suggested Documentation

It is recommended that evidence is available to support the following. This is not meant to be an all-inclusive list but rather to provide guidance in documenting parent and family engagement in Title I schools.

District Monitoring Checklist — Parent and Family Engagement Sample Evidence

• LEA Parent and Family Engagement Policy	
• Notice of parent meetings, agendas, minutes, sign-in sheets, records of parent comments to support dissemination procedures	
• Title I budget and documentation of expenditures to date	
• Meeting agendas, minutes, and sign-in sheets for parent advisory committee	
• Parent and Family Engagement Plan and School-Parent Compact. Keep draft versions to indicate how parents influence school policy. Signed copies of compacts must be maintained at each school.	
• Percentage of signed compacts	%
• Sample school/class newsletters	
• Parent surveys and summary of results	
• Fliers, sign-in sheets, and summaries of Parent Nights	
• Annual evaluation of the parent and family engagement program. Document how the evaluation results will be used to improve the parent and family engagement program.	
• Parents' Right-to-Know	
• Documentation of translation services	
• Contact Logs	
• A record of families' disagreements with an LEA's Title I plan	
• Parent notices, such as details about assessments and parents' right to opt out, details about innovative assessment systems if a local district is participating in one, or intention to use a locally selected assessment with high school students	
• Record of Volunteers per quarter	

Please file this form quarterly with your Title I evidence and submit a copy to Federal Programs by the date below:

1st Qtr. October 7th	2nd Qtr. December 13th	3rd Qtr. March 17th	4th Qtr. May 26th
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Mobile County Public School System

Organized Plan for Increasing Parent and Family Engagement

and
Appropriate Parent and Family Engagement Activities for the Use of Title I Funds

Beginning of the School Year

Transition meetings for Pre-K to Kindergarten or Kindergarten to elementary,
elementary to middle school, or middle school to highschool
Open House, if it has items on the agenda about Title I
Annual Title I meeting
Testing information about the school (released information on test scores)
Other: _____

Fall of the School Year

Family literacy nights/meetings
Workshops on successful parent-teacher conferences
Parent-teacher conferences and Statewide Parent and Family Engagement Month (October)
Family math nights/meetings
Informational meetings about science modules and/or GE math/science Initiative
Other: _____

Winter Months

Parenting workshops on various topics based on surveys or school needs, such as
Homework Helpers for Parents, Discipline Behavior and Improving Attitudes, Holding High
Expectations for Your Child, and Supporting Your Child's Learning and Academic Success
Transition meetings for fifth grade to middle school
Parent-teacher conferences (February)
Other: _____

Early Spring

Transition meetings continued
Family literacy/math events continued
Understanding assessment and testing workshops
Enrollment meetings
CIP meetings
Other: _____

End of School Year

Informational meetings about summer school or other summer learning opportunities
Other: _____

Mobile County Public School System

Suggested Topics for Workshops, Meetings, and Activities for Parent and Family Engagement

Topics for Enhanced Student Achievement Levels

- Helping with homework: plans and strategies
- Family literacy programs, such as General Educational Development (GED) certification, improving family literacy levels, and adult education classes
- Supporting your child's literacy development
- Helping my child learn to read/write
- Supporting my child in math/family math programs
- Test-taking tips—Scoring well on tests, and how parents can help, or other informational meetings regarding **state assessments**
- Science or other content area activities geared to parents: What My Child Needs to Know
- Informational sessions about **IReady, ACT, etc.**
- Informational sessions about Extended School Year Services (ESY)
- Advanced Placement (AP) course information—Helping Your Child Enroll in Rigorous Classes
- Helping your child prepare for college: Preparation Tracks and Tips
- Helping establish good work and study habits with your child/adolescent/teen
- Summer program offerings or other extended learning opportunities: Parent information session
- Learning styles: What parents need to know

Topics for Overall School Improvement

- Transition meetings
- Attendance
- Understanding the discipline code/plan
- Test-taking strategies/information for parents

- School safety issues
- Drop-out prevention: The parent's important role
- Drug/Alcohol/Tobacco/Substance abuse prevention
- Bullying: What parents need to know and do
- Keeping kids out of gangs: What a parent can and must do
- ADD and ADHD: Parent information session

Topics That Improve Parenting Skills

- Communicating with your adolescent/child/teenager
- Getting the most out of parent-teacher conferences
- Conflict resolution: Avoiding the fights
- Your child's self-esteem
- Nutrition and health, flu prevention, etc.
- Being a positive role model for your child
- Supporting your child's education
- Establishing routines, rules, and high expectations for your child
- Helping your child be responsible and organized
- Helping your child develop high self-esteem

Topics for Developing and Increasing Parent Capacity

- Understanding **ESSA**
- My child's **Title I** school: What does it mean?
- How can I be involved in the school? What a parent needs to know
- Graduation requirements: Information for parents
- Training/committee membership: What are my responsibilities?



Title I Part A: Parent and Family Engagement Allowable Uses

Purpose of Title I Part A: Parent and Family Engagement

The purpose of the Title I parent and family engagement allocation is to assist LEAs and schools in carrying out activities and strategies consistent with the LEA Parent & Family Engagement Policy. Allocated funds must be used for at least one of the following:

- Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies
- Supporting programs that reach parents and family members at home, in the community, and at school
- Disseminating information on best practices focused on parent and family engagement, especially for increasing engagement of economically disadvantaged parents and family members
- Collaborating with community-based organizations or employers with a record of success in improving and increasing parents and family engagement
- Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's parent and family engagement policy

General Considerations

Programs and activities supported by Title I funds must be:

- Be consistent with the purpose of Title I;
- Be necessary, addressing identified needs on the Local Education Agency (LEA)'s Comprehensive Needs Assessment (CNA) and support goals outlined on the LEA's Continuous Improvement Plan (CIP);
- Be reasonable, considering breadth of impact and associated costs;
- Address the learning needs of all students, including children with disabilities, English Learners (ELs), and gifted and talented students;
- Be used for evidence-based activities; and
- Be utilized to supplement local and state funds, not supplant them

Allowable and Unallowable Uses

Strategy	Allowable Expenditures	Unallowable Expenditures
Administration	<p>Parent Organizer:</p> <ul style="list-style-type: none"> Coordinates communication between parents, families, schools, districts, etc. Organizes volunteer programs to improve parent involvement Acts as liaison to parents and families in order to remove barriers to students' success Empowers parents to become active partners in children's education Designs/provides trainings, workshops, and classes to parents Develops/implements parent, family, and community engagement programs/activities Provides translations 	Any administration costs that do not align with the intent of Title I Parent and Family Engagement as outlined in ESSA section 1116
Professional Development	<p>Trainings provided jointly to teachers, principals, paraprofessionals, early childhood educators, and parents and family members:</p> <ul style="list-style-type: none"> How to reach out to, communicate with, and work with parents as equal partners How to build ties between parents and the school How to create welcoming schools 	Any training or professional development costs not aligned with Title I Parent and Family Engagement as outlined in ESSA section 1116

Strategy	Allowable Expenditures	Unallowable Expenditures
Policy Development	<ul style="list-style-type: none"> • Mailings/Invitations/Newsletters • Surveys • Transportation and childcare costs to enable parents to participate in policy-related meetings • Staff stipends to plan/participate in policy-related meetings outside contract hours • Outside contractors/guest speakers • Translation services 	<ul style="list-style-type: none"> • Stipends for parents or family members • Food/refreshments • Promotional items, door prizes, gift cards • Gas cards • Alcoholic beverages
Parent Outreach and Education	<ul style="list-style-type: none"> • Costs associated with meaningful, two-way communication regarding children's achievement, including: <ul style="list-style-type: none"> ○ Providing meetings at a variety of times for parents unable to attend during the regular school day ○ Home visits for parents unable to attend meetings/events • Materials and trainings that: <ul style="list-style-type: none"> ○ Enable parents to work with their children to improve academic achievement ○ Provide assistance in understanding the State's academic standards, assessments, how to monitor their child's progress and work with educators to improve achievement • Academic program night/activity materials • Instructional kits, workbooks, reading materials, math and literacy materials 	<ul style="list-style-type: none"> • Stipends for parents or family members • Food/refreshments • Alcoholic beverages • Materials for core instruction • Promotional items, door prizes, gift cards • Gas cards • Alcoholic beverages • Fund-raising activities

Strategy	Allowable Expenditures	Unallowable Expenditures
Parent Outreach and Education	<ul style="list-style-type: none"> • Evidence-based classes, workshops, trainings, and programs for parents and family members <ul style="list-style-type: none"> ◦ Outside contractors/consultants ◦ Registration fees for parents attending local and in-state workshops and conferences • Transportation and childcare costs to enable parents to participate in school-related meetings and training sessions • Newsletters/Mailings/Invitations • Translation services • Parent Resource Center • Kindergarten readiness program • Staff stipends to plan/participate in Title I activities outside contract hours 	

Contact Information:

If you have questions about this document or would like additional information, please contact:

Examples of Allowable Title I Parent and Family Engagement



The focus of expenditures for Title I PFE funds is on building the capacity of parents of Title I participating students to be able to join in an effective partnership with schools to support high student achievement. Expenditures should be planned in accordance with goals, objectives, and activities based on parental consultation. Such consultation must take place before any expenditures are made, be ongoing, and continue throughout the fiscal year. Expenditures should be reasonable and be made in accordance with Title I. **Please do not make out-of-pocket purchases, as they cannot be reimbursed.**

Expenditures

Examples of allowable PFE expenditures with Title I funds include the following:

- Family literacy training
- Parenting skills building
- Meetings to engage parents in planning, development, and evaluation of Title I Programs
- Professional-development (PD) sessions for parents to enable all students in the school to meet state performance standards during the regular school year and the summer
- Translation of information into any language spoken by a significant percentage of the parents of Title I participating students
- Costs of hiring teachers to provide classes or workshops for parents
- Expenditures parent workshops and trainings
- English as a Second Language (ESL) and GED preparation courses for adults; evening classes that develop practical skills, such as computer proficiency
- Equipment and books to create a lending library collection for parents
- Equipment and supplies for a parent resource room to be used for parent workshops and other training sessions
- Transportation or babysitting service associated with attendance at workshops, meetings, or conferences
- Postage, communications, and printing to provide ongoing outreach and information services to parents **(majority of funds shouldn't be used on postage.)**
- Activities for non-English-speaking parents
- Expenses related to parent-teacher conferences
- Contracts with community-based organizations to provide PFE services more appropriately provided by an external agency
- Guest speakers
- Parent field trips
- Parent Make & Take
- Childcare during meeting

Note: This is a list of examples of allowable expenditures. Allowable expenditures are not limited to this list. Remember, this is to increase PFE in our schools, so feel free to be creative. Reimbursements are **not** allowable.

Mobile County Public School System

Frequently Asked Questions—Title I Parent and Family Engagement

1. May we spend our Title I PFE funds for a dinner to thank the parents for volunteering?

No, **Title I** PFE funds must be spent on meaningful PFE activities that lead to overall school improvement and/or increased student achievement levels.

2. May we wait until May to spend our Title I PFE funds?

Yes, you may wait; however, waiting until May to spend the funds will make it difficult to have a positive impact on the school for that school year (academic achievement, parent involvement, etc.).

3. Do I need to include parents in the planning of how Title I PFE funds are spent?

Yes, parents must be involved in the decision-making process of how the **Title I** PFE funds are spent.

4. Title I funds cannot be spent on food, what else can we spend funds on?

Title I PFE funds can be spent on supplemental books for parents, parent trainings, workshops,

or family literacy activities. Some examples include meetings on helping the child with homework, family budgeting, preparing your child for test success, preventing substance abuse, dropout prevention, and preparing your child for college.

5. May we use Title I PFE funds to pay for faculty/staff lunches during meetings, such as Open House and Parent-Teacher Conference Days?

No, **Title I** PFE funds must be spent on activities that enhance parenting skills, improve student achievement levels, support overall school improvement efforts, computer training courses, GED, technology support **for parents**, etc.

6. May we spend our Title I PFE funds to pay for parent fees to chaperone field trips?

No, **Title I** PFE funds must be spent to increase student achievement levels or for overall school improvement efforts.

7. May we carry over our Title I PFE funds and use them next year?

No, you may not carry them over—use them or lose them.

8. Where can I get more information about the best use of our Title I PI funds?

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Paula Reese - preese1@mcpss.com

Federal Programs Parent and Family Engagement Planning Timeline 2022-2023

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Month	School Requirements
August/September	<ul style="list-style-type: none"> • Distribute Title I Parents Right-to-Know letters. • Send CIP Parent and Family Engagement section home to parents (brochure or one pager). • Send LEA Parent Involvement Plan home to parents. • Ensure homeroom teachers retain copies of signed/dated School-Parent Compacts. • Conduct Annual Title I Parents' meeting in August or September using the PowerPoint template. (This meeting cannot be combined with any other meeting). • Incorporate any new assessment data into Action Steps in CIP. • Ensure all students have at least one completed Home Language Survey in their Permanent Record Folders. • Remind staff to check on any unaccounted-for signed copies of School-Parent Compacts. • Revise/complete CIP revision process.
October	<ul style="list-style-type: none"> • Revise/complete CIP revision process including Title I Diagnostic. • Begin to plan for use of school level Title I Parent allocation and other funds expeditiously and effectively. • Send CIP Parent and Family Engagement section home to parents (brochure or one pager). • Send LEA Parent Involvement Plan home to parents. • Parent and Family Engagement Month
November	<ul style="list-style-type: none"> • Confirm school Parenting allocation amounts with Central Office reports to verify that budgets and expenditures match. • Use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Parent meetings/workshops as needed. • Parent and Family Engagement 1st Quarter Summary

***All Title I schools must be operating under an approved Title I Parent and Family Engagement plan. Plans should be revised/adjusted to reflect current year needs and actions**

Federal Programs Parent and Family Engagement Planning Timeline 2022-2023

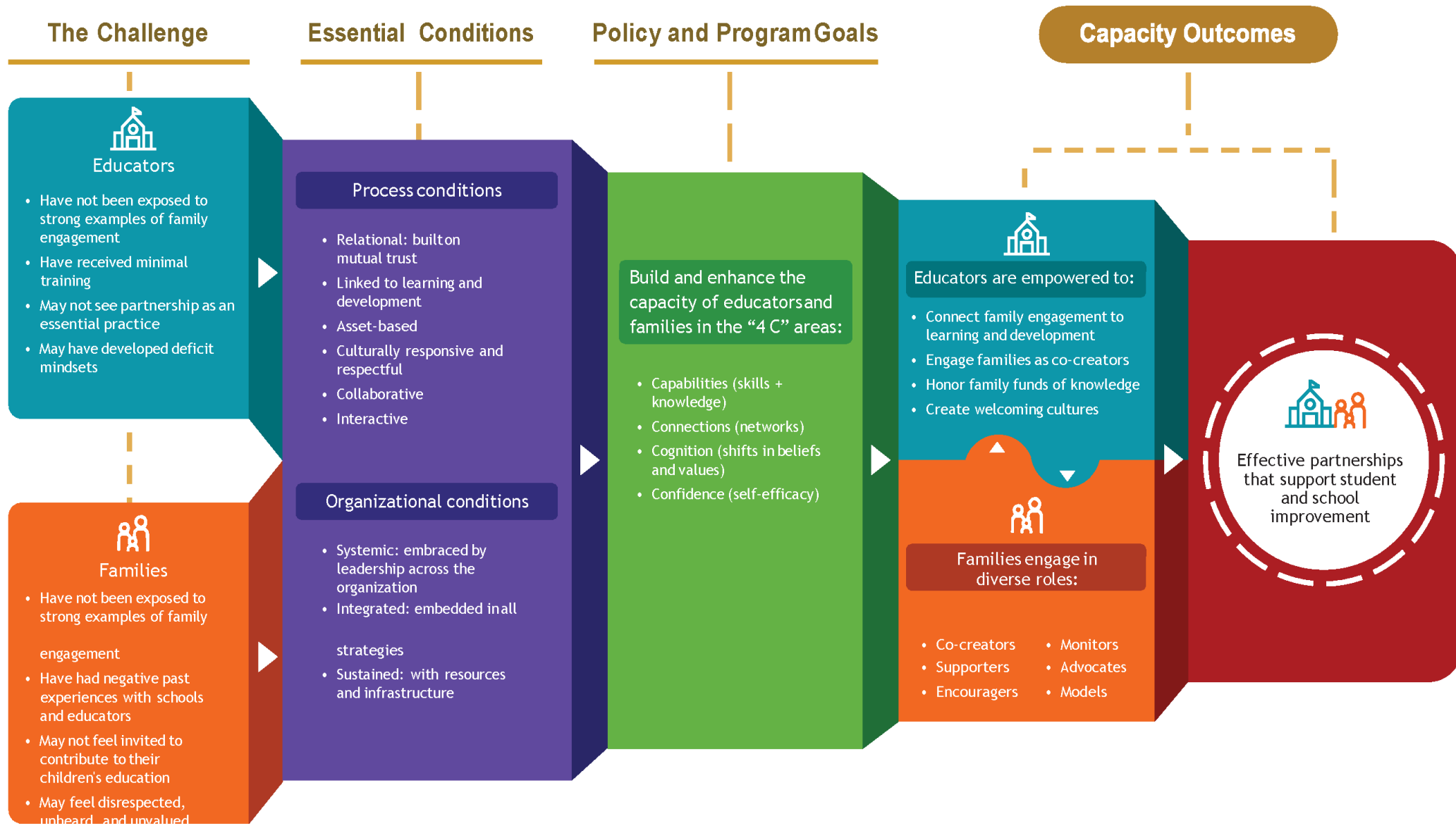
Month	School Requirements
December	<ul style="list-style-type: none"> • Use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Parent meetings/workshops as needed.
January	<ul style="list-style-type: none"> • Use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Parent meetings/workshops as needed. • Update and revisit PFE requirements.
February	<ul style="list-style-type: none"> • Complete midyear update of CIPs. • Use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Attend EL Training sessions as offered. • Parent meetings/workshops as needed. • Midyear Parent Advisory Committee meetings for local schools and district.
March	<ul style="list-style-type: none"> • Collaboratively review components for school CIP. • Meet with faculties and parent committees to discuss any updates/changes to next year's School-Parent Compacts. • Use school Title I allocation and other funds expeditiously and effectively. • Spring Transition or Testing Parent Workshops. • Attend EL Training sessions as offered. • Parent surveys.
April	<ul style="list-style-type: none"> • Involve faculties in revising/updating CIP based on data collections in order to begin the new school year. • Spring Parent Advisory Committee meeting for local schools and district. • Use school Title I allocation and other funds expeditiously and effectively. • In conjunction with parents, revise the Parent Involvement Plan (district policy/plan) and include dated copy in the school's student handbook. • Jointly develop the School-Parent Compact with school, parents, and students for the upcoming school year. • Spring Transition or Testing Parent Workshop. • Parent surveys.

Federal Programs Parent and Family Engagement Planning Timeline 2022-2023

Month	School Requirements
May	<ul style="list-style-type: none"> • Finalize any changes to the School-Parent Compact, prepare for summer printing. • Be aware of any unspent Title I or other federal funds previously allocated to the school. Unspent school level funds are not available to the school after a certain point in time. Check with the Central Office. • Assemble notes from CIP Action Steps/Activities; evaluate/summarize effectiveness of different strategies in narrative form for stakeholders; propose new strategies for the coming year. • Update and revisit PFE requirements and evidence in Teams etc.
On-Going Periodic Oversight	<ul style="list-style-type: none"> • Remind staff to secure signed/dated School-Parents Compacts for entering students throughout the year. • Verify inventory of Title I equipment, and report any irregularities to the Central Office. • July - Facilitate planning for required Annual Meeting of Title I Parents using State Guidance (Meetings to be held at the beginning of the school year).

***All Title I schools must be operating under an approved Title I Parent and Family Engagement plan. Plans should be revised/adjusted to reflect current year needs and actions.**

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

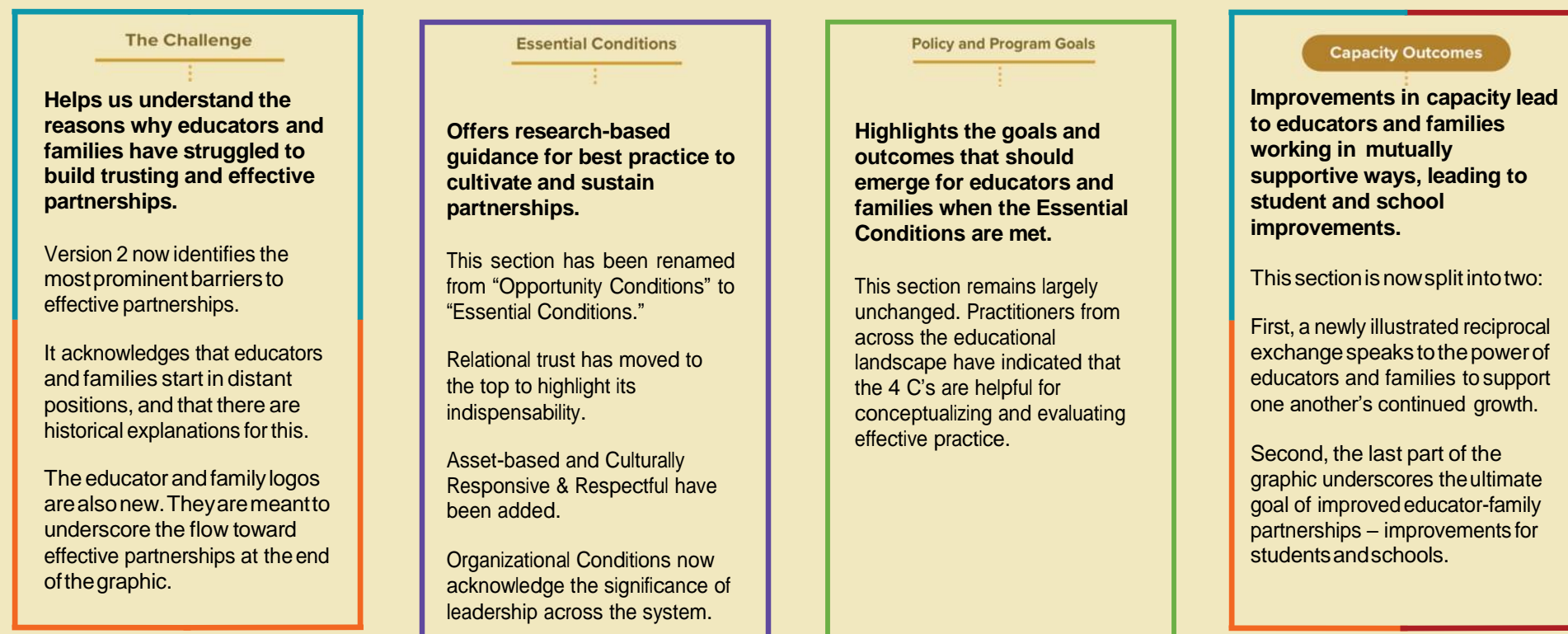
RATIONALE FOR THE REVISIONS

The original Dual Capacity-Building Framework (DCBF) for Family-School Partnerships received its official launch in April 2014 at the first annual IEL Family and Community Engagement Conference in Cincinnati, Ohio. The DCBF was authored by Karen L. Mapp with the help and support of the US Department of Education (USDOE) during her consultancy with the department. The publication, *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*, authored by Karen L. Mapp and Paul Kuttner, was published in 2013 by the Southwest Educational Development Lab in collaboration with the USDOE.[1]

Over the past six years, numerous federal, state, and local policy, research and practice organizations have used the framework to guide their work on family-school partnerships. To learn about the usefulness of the framework, Dr. Mapp began collecting feedback from users, including a survey given to over 1000 participants at the June 2017 IEL Family and Community Engagement Conference in San Francisco. Version 2 of the DCBF incorporates themes that emerged about needed changes to the framework from the data collected and from advances in research. Dr. Mapp asked Eyal Bergman, doctoral candidate in Harvard's Educational Leadership Program, to work with her on the revision and to co-author a forthcoming report, which will be published by IEL. We are grateful to the team at Scholastic (Wook Jin Jung, VP of Design and Karen Baicker, Publisher/Family & Community Engagement) for their pro bono work on the new design.

SUBSTANTIVE CHANGES

The most fundamental change in Version 2 is reflected in the flow and direction of the graphic. The movement indicates a shift from ineffective to effective partnerships, and a coming together of families and educators for the benefit of students and schools. Additional changes to the sections are outlined below.



[1] Mapp, K. L., & Kuttner, P. J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

Thank YOU for your commitment to students and families!

Please share this handbook with your school staff and colleagues responsible for parent and family engagement planning, purchasing, monitoring, or any other parent programming.



MCPSS Title I Parent and Family Engagement Dual Capacity for Family-School Partnerships Outcomes:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. SEDL.

dualcapacity.org.

If you have additional questions or concerns, please contact:

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“Staying Connected for Student Learning”