



Book	CCPS Policies and Regulations
Section	I - Instruction
Title	TITLE I PARENT AND FAMILY INVOLVEMENT PROCEDURES
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RELATED ENTRIES:

OFFICE: ASSOCIATE SUPERINTENDENT FOR EDUCATION SERVICES

TITLE I PARENT AND FAMILY INVOLVEMENT PROCEDURES

The Key to Success

The Cecil County Public School system values families as partners in the educational process. Families are the first teachers of their children; therefore, it is vital that the family and the school work collaboratively to assure academic and social/emotional success for each child. Opportunities for parents, guardians, and other family members to become involved in their child's educational experience will be offered at school, within the community, and will be supported at the district level. The Cecil County Public School system to include families in all aspects of the county's Title I program.

Developing and Reviewing the Title I Involvement Policy and Procedures

The Title I Coordinator meets annually with representatives from each Title I school. Attending this meeting are Title I resource teachers, school administrators, and families to collaboratively review and give input on the CCPS Family Involvement Policy. In addition, each Title I school must collaborate with families to develop a Title I Parent and Family Engagement Plan and Home-School Compact. The Title I Coordinator and Title I principals will use the School Parent and Family Engagement Plan Checklist form MSDE to ensure compliance.

Prior to the conclusion of the school year, all Title I schools' Family Involvement Teams will meet with families to gather input and update their Parent and Family Engagement Plans and Home and School Compacts. The Family Involvement Teams will follow the Home and School Compact Checklist to ensure their compacts meet the statutory requirements. Schools will have their updated Parent and Family Engagement Plans and Home and School Compacts ready for distribution to parents and inclusion their parent handbooks in the fall. The Title I Coordinator will review the SANE documentation for these input meetings to monitor compliance.

Families will be given copies of the Title I Parent and Family Engagement Plan and Home-School Compact at each Title I school in the fall. Families with limited English, or those in need of interpreting for the deaf, will be accommodated with translation and interpreting services. The school Title I Parent and Family Engagement Plans will include the CCPS *Title I Family Involvement Policy*, and families will be encouraged, and welcomed, to provide feedback. As necessary and possible, the CCPS policy will be translated so that parents understand the language and format. In order to reach all families, school plans, compacts, and the CCPS policy will be sent home in school newsletters or handbooks, the CCPS calendar, and will be posted on the CCPS website. In addition, representative parents will participate on each School Improvement Team. The School Improvement Team regularly examines academic and behavior support needs, designs programs that address improving achievement, and annually evaluates effectiveness. The team is responsible for deciding

how the supplemental Title I funds are used at each school. The Title I Coordinator provides technical assistance and support for these decisions.

Monitoring Parent and Family Engagement and Participation

The CCPS Title I Coordinator holds technical assistance meetings at the Title I schools throughout the year to ensure compliance with all requirements, and discuss the design and implementation of Title I programs, including parent involvement. At these meetings, the following topics related to Title I Family Involvement requirements under Section 1116 are discussed to review, evaluate, and provide input.

- Content and effectiveness of parent engagement activities and programs described in the Title I Family Involvement Policy and Procedures
- Exemplary family involvement programs and outreach activities in each school with parent and staff input
- Budget allocations as they relate to the Title I requirements for parent and family engagement
- Annual coordination of parent outreach activities with community agencies and other school programs, (i.e., Cecil College, Cecil County Public Library, ESOL office, Judy Center Partnership, etc.) to provide parents with materials, training, and resources to work with their children at home to increase student achievement.

Building Capacity for Involvement

The CCPS website provides information on state and county assessments. Student grades are available through online access to parents. CCPS will provide translation services, and foreign and sign language interpreters to families as needed. Additionally, CCPS builds parent and staff capacity in the following ways.

- Holding regular Family Involvement Team meetings with school staff and families to discuss the design and implementation of Title I programs, including family involvement.
- Implementing the Title I family involvement requirements at each Title I school through monthly/quarterly parent workshops, such as Title I requirements, MAP and other data, social-emotional and instructional supports, and other topics requested by parents.
- Generating regular communication with parents about all school related topics, (i.e., Title I, Parent Rights and Responsibilities, student progress, etc.) via workshops, newsletters, phone calls, emails, and in person.

Title I schools solicit feedback on parent involvement programs and activities by compiling and evaluating feedback forms given to participants. Participants respond concerning the quality of the presentations and/or information provided, in addition to their present or future program needs. School teams use survey results to determine effectiveness of programs and activities. Family involvement is determined by the use of event sign-in sheets. The sign-in sheets provide the number of and which family members attending the events.

Annually, Title I schools send all parents a satisfaction survey to determine effectiveness of the programs in place. Schools solicit feedback concerning the quality of the presentations and information provided. Participants are offered the opportunity to suggest additional topics of interest for future events. Survey results are evaluated and used to determine effectiveness of programs and activities, and for planning purposes.