



## Superintendent's Circular

NUMBER:  
FAM-05  
Version 01

### TITLE I FAMILY ENGAGEMENT REQUIREMENTS

*This Circular will remain in effect unless rescinded or superseded by a subsequent version.*

#### OVERVIEW

Deepening partnerships with families is one of the key strategies for strengthening student learning and closing achievement gaps in the Boston Public Schools. Strong family and home-school connection focused on student academic learning has consistently been shown to be associated with improved student achievement and school improvement. The shared responsibility that results from partnerships has the potential to improve relationships, strengthen schools, and ensure students are prepared to reach their educational potential in school and beyond.

The BPS Five Core Elements of Engagement provide clear guidance for schools to develop and implement the Title I Family Engagement Requirements. Title I, Part A, Section 1118, of the Elementary and Secondary Education Act (ESEA) identifies specific family engagement practices required of all schools that receive Title I funds. The Office of Engagement provides oversight and support to ensure all schools that receive Title I funds meet the engagement requirements of Sec. 1118.

## **REQUIREMENTS OF SCHOOLS RECEIVING TITLE I FUNDS**

All schools receiving Title I Funds are required to do the following:

1. Have a written Family Engagement Plan/Policy, developed in collaboration with parents and approved by the School Parent Council and School Site Council or Governing Board.
2. Have a Home-School Compact, developed in collaboration with parents and approved by the School Parent Council and School Site Council or Governing Board.
3. Set aside a minimum of 1% of Title I allocation in the school's budget for family engagement. Decisions on how to allocate the 1% for family engagement must comply with federal guidelines and be made by the School Site Council or Governing Board.
4. Host an annual parent meeting to discuss school priorities and programs under Title I by October 31.
5. Build capacity of both families and teachers to effectively engage with one another to improve student learning outcomes. with an emphasis on the use of CRIOP, Pillar II.

## **FAMILY ENGAGEMENT POLICY/PLAN**

The family engagement policy/plan is jointly designed by families and school stakeholders to describe how the school will carry out parent engagement to meet the changing needs of families, students, and the school.

**The Family Engagement Policy/Plan must:**

- Describe how parents will be engaged as equal partners in school-based decision-making, including tools they will use, such tools as School-based Equity Roundtables.
- Describe how parents will be engaged in school improvement and student learning.
- Identify strategies that the school will employ to build both parent and teacher capacity for partnering to support student learning.
- Be shared with the school community in a format that is family friendly.
- Be translated into families' home languages.
- Be updated annually to reflect the changing concerns of families' and school priorities related to school climate and student learning.

For additional information on the family engagement policy/plan, see ESEA Title I, Part A, Section 1118(b).

**HOME-SCHOOL COMPACT**

The purpose of the Home-School Compact is to establish shared responsibility for student academic achievement.

For additional information on Home-School Compacts:

- ESEA Title I, Part A, Section 1118(d)
- BPS Circular FAM-7 Home-School Compacts
- [www.schoolparentcompact.org](http://www.schoolparentcompact.org)
- [Title I Toolkit](#)

## **1% MINIMUM FAMILY ENGAGEMENT ALLOCATION**

All schools receiving Title I funds are required to set aside a minimum of 1% of the Title I allocation in the school's budget for family engagement. As needed, the Family School Engagement Practice team can provide guidance in allowable expenditures to schools. Decisions on how to allocate the 1% for family engagement should be made by the School Site Council or Governing Board in consultation with the parent body.

For additional information on the use of Title I funds for family engagement, please see ESEA Title I, Part A, Section 1118(a)(3)(C) and Section 1118(e)(8), (9), and (10).

## **ANNUAL MEETING**

Schools receiving Title I funds must convene an annual meeting with families in which:

- All families are invited and encouraged to attend.
- Families are informed of the school's status as a Title I school.
- The requirements of Title I are explained to families.
- The school's use and allocation of Title I funds is shared with families.
- Families are informed of the different opportunities to be involved in school-based decision-making, school improvement, and supporting student learning.

For additional information on the Annual Meeting as required under Title I, please see ESEA Title I, Part A, Section 1118(C)(1).

## **CAPACITY BUILDING**

Schools that receive Title I funds are required to provide capacity building opportunities for both families and educators designed to:

- Help families understand learning standards, assessment of student learning, and how to effectively monitor student progress.
- Strengthen families' ability to support student learning at home.
- Help principals/heads of school, teachers, and other school staff develop the mindsets, beliefs, skills, and strategies to effectively build relationships and maintain ongoing, two-way, culturally appropriate communication with students' families.
- Collaborate with community-based organizations that work with school staff and/or parents to strengthen student learning outcomes.
- Translate communications and provide interpretation from the school to families who speak a language other than English into the appropriate language.

For additional information on the Title I requirements related to parent and teacher capacity building, please see ESEA, Title I, Part A, Section 1118(e).

## **REPORTING**

To be considered in compliance with the family engagement requirements of Title I and the requirements of the BPS Core Elements of Engagement, schools must submit the following documents to the Office of Family and Community Advancement, or submit to their engagement folder:

- School-based Family Engagement Plan/Policy
- Home-School Compact
- Agenda, meeting minutes, election documents, meetings dates, roster, and bylaws of School Site Council
- A self-assessment of the school's engagement practices.

The Office of Family and Community Advancement will be responsible for tracking parent participation in BPS Parent University, which builds the capacity of parents to effectively support student learning and advocate for student needs.

#### **ALIGNMENT WITH EDUCATOR EVALUATION**

The Title I Family Engagement requirements align with the educator evaluation Standard III: Family and Community Engagement addressing the continuum of supports that reflect shared expectations, responsibility, and opportunities for active participation and collaborative partnerships between schools, families, and community. Further, Title I requirements align with Culturally and Linguistically Sustaining Practices (CLSP), including the Culturally Responsive Instructional Observation Protocol (CRIOP).

**For more information about this circular, contact:**

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