

OGDENSBURG CITY SCHOOL DISTRICT
OGDENSBURG, NEW YORK

SUBJECT: Final Review and Adoption of Revised Board of Education Policy
#8260: Title I Parent and Family Engagement

DATE: November 20, 2017

REASON FOR BOARD CONSIDERATION:

The Board of Education must approve all revised Board of Education policies.

REASON FOR BOARD CONSIDERATION:

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

RECOMMENDED ACTION:

Moved by _____ and supported by _____
that, having the approval of the Superintendent of Schools, the Board of Education of the Ogdensburg City School District does hereby adopt the Revised Board of Education Policy #8260: Title I Parent and Family Engagement this 20th day of November, 2017.

APPROVED FOR PRESENTATION TO THE BOARD:


Superintendent

TMV/alf
Attachment

SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

District-Wide Parent and Family Engagement

To facilitate parent and family participation, the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in;
- c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs;

Each elementary school works closely with Head Start Program service providers. The Head Start Program is housed on-site in Kennedy Elementary School. Parents of children serviced by these programs are invited to all schools parent involvement activities. In addition, Title I student parents are offered participation in Head Start Program activities as appropriate.

- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
 1. Barriers to greater participation by parents and family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.

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SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

Each school has developed various activities for parents and students to participate in. These activities are school specific and may include parent/teacher conferences, parent/student nights out, the STAR (Students that Are Recognized) Program, citizenship assemblies, holiday programs, spring concerts, Site Based Teams, Grandparents' Days, PTO Meetings, Parent Orientation Nights, and open houses.

- e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;
- f) Involve parents in Title I activities, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the students' needs, to develop, revise, and review the parent and family engagement policy; and

The District Action Committee which includes parents, students, teachers, administrators and BOE members meets twice a year or as needed to discuss district wide issues such as parent and family engagement.

- g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities.

Each Site Based Team designs parent involvement activities and decides how Title I funds will be spent in this regard. Each school has an allocation based upon enrollment and each Site Base Team has parent representatives.

School-Level Parent and Family Member Engagement

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

- a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of these children will be invited and encouraged to attend the meeting;
- b) Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;
- c) Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;

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SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

- d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible; and
- e) Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.
- f) Have a compact that:
 - 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;
 - 2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
 - 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
 - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - (b) Frequent reports to parents or family members on the child's progress;
 - (c) Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities.

The district will ensure that parents have opportunities to volunteer and participate in their child's education by: membership of parents on Site Based Teams, parents as guest speakers for character education, homeroom parents, parents invited to participate in school book fairs and various fundraising activities, convening an annual meeting for Title I parents, scheduling annual parent/teacher conferences, providing reports to parents of their child's progress eight times per year, as well as providing opportunities to visit their child's classroom for volunteer and special activities.

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SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

- (d) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will:

- a) Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children;

The administration regularly reports performance assessment results to parents via explanation from principals and at Board of Education meetings. Individual schools also host parent nights out where information on state assessments and standards are shared. Parents of grades 3-12 students have access to a web-based program called SchoolTool where they can access up-to-date grades and communicate with teachers via e-mail. Teachers share grade level state assessment results and overall academic achievement during parent/teacher conferences. Guidance interviews are conducted periodically for scheduling and career planning throughout grades 7-12.

- b) Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement;

Individual schools within the district host parent and student activities where proper techniques, such as reading a story and asking questions, computer enhanced instruction, and SchoolTool are demonstrated. The District's website provides parents with important current information such as school/community activities, sports schedules and the school calendar. The SchoolTool Program for grades 3-12 allows parents to access up-to-date information regarding their child's homework grades and test grades as well as upcoming assignments, tests or quizzes.

- c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school;

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SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

Each school has a Site Base Team, which involves parents in the planning of school based parent involvement programs. The elementary schools have established PTOs, which work closely with the building principals on facilitating parent involvement. The District Action Committee is composed of all stakeholders including parents. This committee has established parent academics to foster communication between home and school.

- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of the children;

The District's Universal Pre-Kindergarten Program has a parent involvement component where parents develop activities. Parents and students participate in these activities at regular intervals throughout the year. Head Start is housed on site at Kennedy School. Parents of students in this program participate in both Head Start activities as well as school based events.

- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents or family members can understand;
- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In addition, the District and each school may:

- a) Involve parents or family members in developing training for teachers, principals, and other educators to improve the effectiveness of this training;
- b) Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for the training;
- c) Pay reasonable and necessary expenses associated with local parent and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;
- d) Train parents or family members to enhance the involvement of other parents or family members;
- e) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;

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SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT (Cont'd.)

- f) Adopt and implement model approaches to improving parent and family engagement;
- g) Establish a District-wide parent and family member advisory council to provide advice on all matters related to parent and family member engagement in supported programs; and
- h) Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities.

In carrying out the parent and family member engagement requirements, the District and its schools, to the extent practicable, will provide opportunities for the informed 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 in a format and, to the extent practicable, in a language they understand.

Procedures for Filing Complaints/Appeals

The District will disseminate free of charge to parents and family members of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving Title I issues.

***Comparability of Services**

The District will ensure equivalence among its schools of the same grade span and levels of instruction with regard to teachers, administrators, and auxiliary personnel, as well as equivalence in providing curriculum materials and instructional supplies in Title I programs.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act of 2015

20 USC §§ 6318 and 6321

34 CFR Parts 74-86, 97-99, and 200

Adopted by the Ogdensburg City School District Board of Education on: November 20, 2017

Ogdensburg City School District

1100 State Street, Ogdensburg New York 13669

Phone: (315) 393-0900, website: ogdensburgk12.org



FOSTER CARE POINT OF CONTACT MEMO

To: Parents/Guardians

From: Timothy M. Vernsey, Superintendent of Schools]

RE: Educational Stability and Transportation Provisions
for Students in Foster Care

Date: September 2017

As a requirement by Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the federal Every Student Succeeds Act (ESSA) of December 2015 regarding students in foster care, the District is required to designate a district Foster Care Point of Contact that will work collaboratively with the representatives from the local child welfare agency, as well as other state school districts.

The [District Name] point of contact is listed below:

Name of Foster Care Point of Contact

Address

Phone number

Email



Ogdensburg City School District

1100 State Street, Ogdensburg New York 13669

Phone: (315) 393-0900, website: ogdensburgk12.org



NOTIFICATION TO PARENTS Parent's Right to Know

Dear Parents/Guardians:

As per the new Title I legislation, ESSA (Every Student Succeeds Act) previously titled NCLB (No Child Left Behind), you may request information regarding the professional qualifications of your child's classroom teacher(s) and paraprofessionals staff.

You may request the following information:

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

If you would like further information, feel free to contact us as the number listed above.



TITLE I SCHOOL – PARENT COMPACT

OGDENSBURG CITY SCHOOL DISTRICT

The School and parents working co-operatively to provide for the successful education of the children agree:

The School agrees	The Parent/Guardian agrees
<p>To develop individual school Site Base Teams with parent membership, to ensure parental input in the school decision-making process. The parent representatives will also serve as a conduit for other parental input.</p> <p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved. Title I staff will provide the opportunity on parent orientation nights at each school.</p> <p>To provide high quality curriculum and instruction.</p> <p>To offer a flexible number of meetings at various times, and if necessary and funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To encourage communication between teachers and parents through:</p> <ul style="list-style-type: none">Annual parent-teacher conferences,Frequent reports to parents on their children's' progress (4 report cards and 4 interim reports.Reasonable access to staff via email, voicemail, or conference.Opportunities to volunteer and participate in their child's class and observation of classroom activities. <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i. e. literacy classes, and workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.</p> <p>To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices and teaching and learning strategies.</p> <p>To work with our child/children on their schoolwork:</p> <p>Read for 15 to 30 minutes per day - UPK through 1st grade Listen to grade 2 and 3 read for 15 to 30 minutes per day Monitor reading as a lifelong skill for grades 4-6</p> <p>To monitor our child/children's:</p> <ul style="list-style-type: none">Attendance at schoolHomeworkTelevision watchingInternet use <p>To share the responsibility for improved student achievement.</p> <p>To communicate with our child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the educational process.</p>

SUBJECT: TITLE I COMPLAINTS OR APPEALS**Filing Complaints or Appeals with the District**

Complaints or appeals regarding the District's administration or implementation of its Elementary and Secondary Education Act (ESEA) Title I Grant or Academic Intervention Services should be sent first to the Superintendent.

Complaints

All complaints must:

- 1) Be written;
- 2) Be signed by the person or agency representative filing it;
- 3) Specify the requirement of law or regulation claimed to be violated and the related issue, problem, or the concern;
- 4) Contain information or evidence supporting it; and
- 5) State the nature of the corrective action desired.

The District has 30 business days to resolve a complaint.

Appeals

An appeal must contain:

- 1) A copy of the original signed complaint;
- 2) A copy of the District's response to the original complaint or a statement that the District failed to respond in 30 business days;
- 3) A copy of the State Education Department's (SED) response to the original complaint or a statement that it failed to respond within 30 business days; and
- 4) A statement identifying those parts of the District's response which the party is appealing.

Filing Complaints or Appeals with SED

SED will review complaints regarding:

- 1) The State's administration of the ESEA Title I Basic Grant, Migrant Education, or Neglected or Delinquent Program; or

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SUBJECT: PROCEDURES FOR FILING TITLE I COMPLAINTS/APPEALS (Cont'd.)

- 2) An appeal from a District decision regarding a District action.

Note: Complaints that do not meet this criteria, including complaints concerning the District's Title I program, will be referred to the District for possible resolution.

A party must postmark and request an appeal within 20 business days of receiving the District's response to the original complaint.

Complaints or appeals should be sent to:

New York State Education Department
Title I School and Community Services Office
Room 368 EBA
89 Washington Avenue
Albany, NY 12234

SED's Title I representative who is the District's assigned program manager and other appropriate department staff will review the complaints or appeals. The Department's response will contain:

- 1) The names of persons interviewed;
- 2) The records or other evidence examined;
- 3) Relevant dates, times, locations, and events;
- 4) Summary of findings; and
- 5) Nature of corrective action to be taken, including applicable timelines.

If the District fails to take corrective action within the time period stipulated in the SED complaint resolution, its Title I allocation may be withheld.

SED will maintain copies of correspondence, related documents, investigative reports, and summary reports involved in the complaint or appeal resolution for five years. SED will comply with record requests made under the New York State Freedom of Information Law.

Extension of 60-Day Limit

SED staff will complete an on-site review, if necessary, or records examination, and will notify all parties of its findings within 60 business days of receiving the complaint or appeal. In exceptional circumstances, the 60-day review or examination period may be extended. Exceptional circumstances may include:

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SUBJECT: PROCEDURES FOR FILING TITLE I COMPLAINTS/APPEALS (Cont'd.)

- 1) Illness of involved parties;
- 2) Cancellation of scheduled on-site reviews due to unscheduled school closings;
- 3) The need for extended review activities beyond those specified in the written notification; or
- 4) Any other mutual agreement to changes in review scope or activity.

When SED identifies exceptional circumstances, it will provide the revised date for completing the complaint review to all involved parties. All parties have the right to request an extension beyond the 60-business day complaint resolution period based on exceptional circumstances.

Appealing SED's Decision

Parties dissatisfied with SED's resolution may file an appeal directly with the United States Department of Education at:

United State Department of Education
Compensatory Education Programs
400 Maryland Avenue, S.W.
Room 3W230, FOB #6
Washington, D.C. 20202-6132

Adopted by the Ogdensburg City School District Board of Education on: November 20, 2017

Ogdensburg City School District
1100 State Street, Ogdensburg New York 13669
Phone: (315) 393-0900, website: ogdensburgk12.org



Title I Complaint Form 2017-2018

Initiated by: _____ Date: _____

Address: _____

School: _____

Please share your comments and/or concerns regarding Title I services.

Signature: _____ Date: _____

Please return this completed copy to your child's principal. The principal will respond to the letter with a face-to-face conference to discuss your concern. If you are still not satisfied with the response, you will be referred to the Superintendent. If your concerns still are not resolved, you may appeal to the New York State Education Department and ultimately the U. S. Department of Education. Please see the District website (ogdensburgk12.org) for the Written Complaint and Appeal Procedures.

