

PARENT AND FAMILY ENGAGEMENT

1900

Proposed

8/7/24

(X) Required

() Local

() Notice

[Highlighted info taken from previous policy. Gray highlighted areas would be removed for final draft.]

NOTE: A policy on parent and family engagement is required for receipt of federal Title I funds. This policy is offered to replace the Board's current policy 8260 (Title I Parent and Family Engagement). Please pay attention to the italics text, which must be customized.

The Board of Education believes that positive parent and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parent and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parent and family engagement at home (e.g., planned home reading time, informal learning activities, and/or homework contracts between parents, family members, and children). The Board directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parent and family engagement.

Title I Parent and Family Engagement- District-Level Policy

NOTE: Under the federal No Child Left Behind Act of 2001, modified by the Every Student Succeeds Act (ESSA) of 2015, school boards receiving federal Title I funds must adopt a written parent and family engagement policy that is developed jointly with, agreed on with, and distributed to, parents and family members of participating children and is incorporated into the district's Title I plan. Under ESSA, this requirement has been modified, but stands.

Consistent with the parent and family engagement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB) and its reauthorization in the Every Student Succeeds Act (ESSA), the Board of Education will develop and implement programs, activities, and procedures that encourage and support the participation of parents and family members of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school-level parent and family engagement procedures, as further required by federal law.

NOTE: The definition of parental involvement is contained in a separate section of federal law from the policy requirements, and has not changed to include family members.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication, involving student academic learning and other school activities. At a minimum, parent and family engagement programs, activities, and procedures at both the district and individual school level must ensure that parents and family members:

Play an integral role in assisting their child's learning;

Are encouraged to be actively involved in their child's education at school; and

Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

NOTE: The definition of the term parents in the paragraph below is as defined in Title I. However, as explained above, the term family is NOT defined in federal law. We have clarified that the definition of parent is from the federal law.

The federal definition of the term parents refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). District and school-level Title I parent and family engagement programs, activities and procedures will provide opportunities for the informed participation of parents and family members including those who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children.

NOTE: With respect to parents and family members with disabilities, schools and districts must provide an opportunity for parents and family members with disabilities to request auxiliary aids and services of their choice, such as sign language interpreters and large-print or Braille materials. The parents and family members' choice must be honored unless there is another effective means of communication or the use of the means chosen by the parent and family member would fundamentally alter the service, program or activity involved, or cause an undue financial and administrative burden on the district.

As further required by federal law, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

NOTE: The paragraph below reflects that under ESSA, schools are no longer identified as being in need of improvement and there is no longer a measurement of adequate yearly progress. The State will identify schools in need of either comprehensive support and improvement plans or targeted support and improvement plans.

Parents and family members also will participate in the process for developing either a comprehensive or targeted support and improvement plan when the school their child attends is identified by the State as needing this plan.

Parent and family member participation in development of district-wide Title I plan

The Board, along with its superintendent of schools and other appropriate district staff will undertake the following actions to ensure parent and family member involvement in the development of the district-wide Title I plan:

Advertise in Open House Flyers; social media, Parent Square and District website
Hold annual meetings during Open House Events

Development of school level parent and family engagement approaches

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided coordination, technical assistance, and all other support necessary to assist them in planning and implementing effective parent and family

engagement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will:

NOTE: The text below regarding consultation with other organizations or individuals is included as a suggestion from the amended federal law (that uses the phrase which may include).

List specific actions take such as holding meetings at flexible times and/or in highly accessible places such as public housing projects, or surveying parents by phone, mail, or e-mail. This may also include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities to assist in ensuring that each school develops various activities for parents and students to participate in. These activities will be school specific and may include parent/teacher conferences, parent/student nights out, Positivity Project Student of the Month programs, citizenship assemblies, holiday programs, spring concerts, Site Based Teams, Grandparents' Days, PTO Meetings, Parent Orientation Nights, and open houses.

With respect to parents and family members with disabilities, the districts will provide an opportunity for parents and family members with disabilities to request auxiliary aids and services of their choice, such as sign language interpreters and large-print or Braille materials. Upon request a bilingual teacher or other translator will be available. The parents and family members' choice will be honored unless there is another effective means of communication or the use of the means chosen by the parent and family member would fundamentally alter the service, program or activity involved, or cause an undue financial and administrative burden on the district.

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

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

Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

Assist parents in understanding such topics as the state's academic content including the academic standards, state and local academic assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will:

List activities such as workshops, conferences, distribution of training materials, and/or training parents to help other parents understand the role they can play in helping their child.

develop site-based teams with parent members
provide parents with timely information about school programs

provide parent nights showcasing relevant information on state assessments and learning about the academic content

provide regular reports to parents regarding academic progress and attendance

provide performance profiles and individual student assessment results for each child

hold annual parent-teacher conferences

provide reasonable access to staff via email, voice mail, or conference

provide parents of grades 3-12 students access to a web-based program called SchoolTool for up-to-date grades and communication with teachers via email

conduct guidance interviews periodically for scheduling and career planning throughout grades 7-12

NOTE: The text in item 2 below is specifically included in federal law as an example of materials to improve student academic achievement.

Provide materials and training to help parents work to improve their child's academic achievement such as literacy training and using technology (including education about the harms of copyright piracy). To achieve this objective, the district and its Title I schools will host parent and student activities within individual schools including, but not limited to, the following:

List additional activities such as providing literacy programs that bond families around reading and using the public library, providing information about the essential components of reading or math instruction to enable parents to support the instructional practices used by the teacher, or training parents in the use of the Internet to enable them to access their children's homework; communicate with teachers; and review information posted about schools in improvement, supplemental educational services, public school choice, and other opportunities to promote student achievement.

Outline foundational best practice approaches to nurture reading and math skills

Provide strategies for supporting homework/schoolwork completion beyond the school day

Provide information regarding the use of SchoolTool to access up-to-date information including grades, attendance, and other important information

Share district website information highlighting school and community events such as

School calendar

Sports schedules

Extracurricular activities

Educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and on 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 schools.

To achieve this objective, the district and its Title I schools will:

As part of their activities in this area, schools and districts may wish to involve parents in developing this training, in order to improve its effectiveness.

Include parents as part of each school's Site Base Team in the planning of school-based parent involvement programs in an ongoing effort to improve effectiveness. The elementary schools will work closely with the established PTOs to facilitate parent involvement. The District Action

Committee, comprised of all stakeholders including parents assist in fostering communication between home and school.

NOTE: To further strengthen parental involvement, districts may, at their discretion, determine to train parents to enhance the involvement of other parents. They also may pay reasonable and necessary expenses such as transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions

4. Ensure that information related to school and parent-related programs, meetings, and other activities is sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.

NOTE: To the extent practicable means that whenever practicable, parents with limited English proficiency must receive written translations of printed information in a language they understand. When a written translation is not practicable oral communication may be reasonable.

Coordination of parental involvement strategies

NOTE: The language of ESSA deleted the list of specific federal programs, such as Head Start and Reading First, in favor of the more generic language shown below.

List activities such as who will be responsible for coordinating programs and strategies, and identify what monitoring or follow up procedures will be conducted.

The district will coordinate and integrate strategies adopted to comply with Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with other Federal, State, and local programs, including public preschool programs. It will do this by developing a variety of activities for parents and students to participate in at each school. Activities will be school-specific and may include, but are not limited to, activities such as parent/teacher conferences, parent/student nights out, Positivity Project Students of the Month, citizenship assemblies, holiday programs, spring concerts, Site Based Teams, Grandparents' Days, PTO Meetings, Parent Orientation Nights, and open houses.

The District Action Committee, including parents, students, teachers, administrators and BOE members, will meet twice a year or as needed to discuss district-wide strategies related to parent and family engagement.

Each Site Based Team will design parent involvement activities, review the district-wide parent and family engagement policy, and provide consultation and collaboration regarding the use Title I funds. Each school will have an allocation based upon enrollment and each Site Base Team will include parent representatives.

Review of district-wide parent and family engagement policy.

List specific activities including explaining to parents when, where and how the review will be conducted, who will be responsible for coordinating the review, and their role in the review process. Also indicate whether a bilingual teacher or other translator will be available.

The Board, along with its superintendent of schools and other appropriate staff will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content

and effectiveness of this parent and family engagement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent and family engagement policies necessary for more effective involvement. To facilitate this review, the district will ensure that parents have opportunities to volunteer and participate as a stakeholder in their child's education by:

- serving as a parent member on Site Based Teams
- volunteering as guest speakers for character education
- assisting in classrooms as homeroom parents
- participating in school book fairs and various fundraising activities
- serving as a stakeholder of an annual meeting for Title I parents
- attending annual parent/teacher conferences
- reviewing reports of their child's progress throughout the year
- visiting their child's classroom to volunteer and participate in special activities

[NOTE FROM BOCES TITLE TEAM - This language below is taken from old plan and the BOCES Title Team recommends keeping this based on experiences with other districts that have gone through a NYSED review.]

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.

Cross-ref:

4010, Equivalence in Instruction

Ref:

20 USC 6318(a)(2); 7801(38), Every Student Succeeds Act (1116 of the Elementary and Secondary Education Act)

U.S. Department of Education, *Parental Involvement, Title I, Part A, Non-Regulatory Guidance*, April 23, 2004

Adoption date: