

Parent and Family Engagement Policy

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Purpose of Family Engagement Policy

Support and secure strong effective partnerships among families, schools and the community that serves to improve academic quality and student performance:

- Provide the coordination, technical assistance and other academic support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and student performance, and;
- Comply with Title I Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA).

This policy shall serve as a written documentation of the District's commitment to ensure parents and families are welcomed, engaged, and valued as stakeholders in the education of their children.

LOCAL EDUCATION AGENCY (LEA) REQUIREMENTS

A LEA (district or charter school) may receive funds under Title I, Part A only if:

- It conducts outreach to all parents and family members;
- Implements programs, activities, and procedures to involve parents and family members in Title I programs;
- Plans and implements such programs, activities, and procedures by consulting with parents of participating children as equal partners; and
- Requesting and incorporating parental feedback on programs, activities and procedures.

LOCAL EDUCATION AGENCY (LEA) REQUIREMENTS

- Embed and integrate district and school-level PFE strategies within engagement strategies within other relevant Federal, State, and local laws and programs;
- Annually conduct a joint evaluation, with parents and families, of the content and efficacy of the PFE policy to improve the academic quality of Title I schools. Specifically, the evaluation must **find**:
 - **Barriers** to greater participation by parents in Title I activities, especially for parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - **The needs** of parents and family members to help with the learning of their children, including engaging with school personnel and teachers;
 - **Strategies** to support successful school and family interactions;

LOCAL EDUCATION AGENCY (LEA) REQUIREMENTS

- Use the evaluation findings from annual evaluation to design evidence-based strategies for more effective parent involvement, and to revise the district PFE policies;
- Involve parents in the activities of Title I schools. These activities **may** include setting up a parent advisory board made up of a representative group of parents or family members of Title I students served by the LEA to join in developing, revising, and reviewing the PFE policy.

SCHOOL POLICY REQUIREMENTS - SCHOOL PARENT FAMILY AND ENGAGEMENT POLICY

Each Title I school must consult and jointly develop a written PFE policy and distribute it to parents and family members of participating children. The PFE policy must:

- Be agreed on by parents,
- Describe the means for carrying out requirements,
- Notify parents of the policy in an understandable and uniform format and, to an extent that is practical, and written in language the parent can understand.
- Make the policy available to the local community, and
- Update periodically to meet the changing needs of parents and the school. If the school has a parent engagement policy that applies to all parents and family members, the school may amend that policy to meet these requirements.

PARENT AND FAMILY POLICY INVOLVEMENT AT THE SCHOOL

Each school served under Title I must:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. The purpose of this annual meeting is to inform parents of their school's participation in Title I and to explain the program requirements, and the right of the parents to be involved;
- Offer a number of flexible meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, as such services relate to parental involvement;
- Involve parents, in a prompt, organized, and ongoing way, in the planning, review, and improvement of Title I programs. This includes the planning, review, and improvement of both the school PFE policy, and the joint development of the schoolwide program plan.
- If a school already has a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if that process includes an adequate representation of parents of Title I children;

The school must provide parents of participating children:

- Timely information about programs under Title I, Part A;
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement and performance levels of the school and students on New York State assessments; and
- Supply opportunities for regular meetings to formulate suggestions and to take part in decisions relating to their children's education and respond to any such suggestions as soon as is realistically possible.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school must include any parent comments on the plan when the school makes the plan available to the LEA.

SHARED RESPONSIBILITIES FOR STUDENT ACADEMIC SUCCESS

As a component of the school-level parent and family engagement policy developed under this section, each school served under Title I must develop jointly with parents for all Title I children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards.

The Compact shall:

- Describe the shared responsibility between schools and families for high academic achievement.
- The school's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the challenging State academic standards.
- The parents' responsibility is to support their children's learning; volunteer in their child's classroom; and take part in decisions about the education of their children and positive use of extracurricular time;

Describe parent-teacher communications to address the importance of ongoing communication between teachers and parents through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;
- Frequent reports to parents on their children's progress;
- Reasonable parent access to staff,
- Opportunities to volunteer and participate in their child's class, and observe classroom activities; and
- Regular two-way, meaningful communication between family members and school staff, and in a language that family members can understand.

ENSURING EFFECTIVE PARENT AND FAMILY INVOLVEMENT— SHARED RESPONSIBILITY

To ensure effective involvement of parents and to support a school-parent-community partnership that improves student achievement, each LEA and Title I school must:

- Help parents of children served by the school or LEA understand topics such as New York State academic standards, State and local academic assessments, Title I requirements, and methods to check a child's progress and collaborate with educators to improve the achievement of their children;
- 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 (including education about the harms of copyright piracy) to foster parent involvement; Educate, with the help of parents, the teachers, specialized instructional support personnel, principals, other school leaders, and other staff to:
 - Value and make use of parents' contributions,
 - 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;

To the extent possible:

- Coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs;
- Conduct other activities, such as parent resource centers, that encourage and support parents to take part more fully in their children's education.
- 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 in a language the parents can understand;
- Provide such other reasonable support for parental involvement activities under this section as parents may ask.

IN ADDITION, EACH LEA AND TITLE I SCHOOL MAY:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- Supply literacy training from Title I funds received if the LEA has exhausted all other available sources of funding for such training;
- Pay reasonable and necessary expenses associated with local parent involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions; • Train parents to enhance the involvement of other parents;
- 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 who are unable to attend such conferences at school, to maximize parental involvement and participation;
- Adopt and implement model approaches to improving parental involvement;
- Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs supported under this section; • Develop roles for community-based organizations and businesses in parent involvement activities;