

Required

Local

Notice

PARENT AND FAMILY ENGAGEMENT

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

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.

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.

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

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(including those who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children.

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.

Parents and family members also will participate in the process for developing either a comprehensive or targeted "support and ~~school~~ 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:

- Each school will hold Annual Title I meeting for parents and will be notified of such meeting.
- Parents will be asked to review and take part in the development of the Parent and Family Engagement Policy.
- Parents will be included on school/district teams to develop/revise Schoolwide Plans.

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:

- Ensure meetings such as Annual Title I Meeting, parent teacher conferences and other curriculum workshops and meetings are scheduled at flexible times.
- Meaningful consultation with parents and community members to effectively engage parents and family members.

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:

1. Assist parents in understanding such topics as the state's academic content challenging 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:

- Ensure meetings such as Annual Title I Meeting, parent teacher conferences and other curriculum workshops and meetings are scheduled at flexible times
- Meaningful consultation with parents and community members to effectively engage parents and family members
- Parent information posted on district web site and social media

2. 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:

- Provide literacy programs and themed activities (Family Reading Night, Book Fairs, Open House, Newsletters, Parent/Teacher Conferences) that bond families around reading and technology use.
- Provide information about the essential components of reading or math instruction to enable parents to support the instructional practices used by teachers.
- Train 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, and other opportunities to promote student achievement.

3. 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:

- Involve parents in coordinating and developing guidance in order to improve trainings and effectiveness.

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.

Coordination of parental involvement strategies

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:

- Working closely with Head Start Program service providers, Migrant Program, CSE/CPSE and other federal, state, and local programs. 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 all activities as appropriate. Parent and family engagement opportunities include Open House, Parent Conferences, parent and grandparent volunteers with special projects, and student-parent orientations.

Review of District wide parent and family engagement policy

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 conduct the following activities:

- District-wide issues such as parent and family engagement are discussed at the Annual Title I meeting, Schoolwide Planning, as well as, at the shared decision-making committee meetings.

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:

Title I Parent and Family Engagement - School Level Approach

The Parishville-Hopkinton Central School District recognizes that parents and family members play an integral role in assisting their child's learning. We encourage parents and family members to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A of the federal Elementary and Secondary Education Act, reauthorized by the No Child Left Behind Act of 2001 (NCLB) and the Every Student Succeeds Act of 2015 (ESSA):

1. The Building Principals and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.
3. The school will provide parents with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent and family engagement policy.

School-Parent Compact

In Order To Promote Student Achievement:

School will:

- Encourage and welcome parents into the classroom
- Communicate with parents regularly to keep them informed of their child's progress
- Prepare a challenging and interactive program of instruction
- Encourage your child's natural curiosity in all areas of learning
- Respect your child's opinion each day and try to listen carefully to him/her
- Utilize necessary support staff and services to meet your child's needs
- Notify parents of special circumstances within the school environment that are affecting the child's learning/behavior
- Encourage parents to participate in organizations such as Shared Decision Making, Parent/Teacher/Student Organizations, Title I/AIS and Special Education Planning Committees
- Notify parents of training opportunities that will enable them to improve their child's achievement.
- Provide an environment that is safe, healthy, orderly, and drug free
- Enforce school rules fairly and consistently

Parent(s) will:

- Expect my child to be respectful, work hard, and follow school rules
- Establish age appropriate regular routines to support learning, (i.e. homework and other family times)
- Make an effort to attend activities that focus on parent involvement and attend parent/teacher conferences
- Get to know my child's teacher(s) early in the year and communicate regularly
- Encourage my child's interest in learning, especially through reading
- Keep school informed of unusual circumstances that may affect my child's learning/behavior in school.
- Monitor my child's attendance at school, homework and free time activities
- Be supportive of the school in their efforts to uphold high standards of conduct and achievement

Student will:

- Work hard, listen carefully and do his/her best
- Follow directions and school rules
- Be responsible for his/her actions
- Respect others' feelings, property and opinions
- Understand he/she may seek the help of others