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## 2111 - **PARENT AND FAMILY INVOLVEMENT**

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents and family members in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism. This policy shall serve as the District policy, as well as the Parent and Family Engagement policy for each school in the District.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a 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).

In accordance with statute and the State Board of Education Parent and Family Involvement policy, the term "family" is used in order to include a child's primary caregivers, who are not the biological parents, such as foster caregivers, grandparents, and other family members and responsible adults who play significant roles in providing for the well-being of the child.

A. **Relationships with Families**

1. cultivating school environments that are welcoming, supportive, and student-centered; [4]
2. providing professional development for school staff that helps build partnerships between families and schools; [2,3, 4]
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; [2,3]
4. providing coordination, technical assistance and other support assist schools in planning and implementing family involvement activities. [3]

B. **Effective Communication**

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities; [2,3, 4]
3. promoting regular and open communication between school personnel and students' family members; [1, 4]
4. communicating with families in a format and language that is understandable, to the extent practicable; [2,3]
5. providing information and involving families in monitoring student progress; [3]

6. providing families with timely and meaningful information regarding Ohio's academic standards, State and local assessments, and pertinent legal provisions; [2,3,4]

7. preparing families to be involved in meaningful discussions and meetings with school staff. [2,3,4]

C. **Volunteer Opportunities**

providing volunteer opportunities for families to support their children's school activities; [1,3]

D. **Learning at Home**

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; [1,2,3,4]

2. working with families to establish learning goals and help their children accomplish these goals; [1]

3. helping families to provide a school and home environment that encourages learning and extends learning at home. [1,2,3,4]

E. **Engaging Families in Decision Making and Advocacy**

1. engaging families as partners in the process of school review and continuous improvement planning; [3,4]

2. engaging families in the development of its District-wide parent and family engagement policy and plan, and distributing the policy and plan to families. [2,3,4]

F. **Collaborating with the Community**

1. building constructive partnerships and connecting families with community-based programs and other community resources; [2,3,4]

2. coordinating and integrating parent and family engagement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development. [2,3,4]

**Implementation**

The Superintendent or designee will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The District's plan, as well as each school's plan, will provide for annual evaluation, with the meaningful engagement of parents and families, of the plan's content, effectiveness and identification of barriers to participation by parents and families 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; the needs of parents and family members to assist with the learning of their children (including engaging with school personnel and teachers); and the strategies to support successful school and family interaction. Each school plan will include the development of a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. The compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Evaluation findings will be used in the annual review of the Parent and Family Engagement policy and to improve the effectiveness of the District plan. This policy will be updated periodically to meet the changing needs of parents, families, and the schools.

[1]Indicates R.C. 3312.472 State Requirements
[2]Indicates IDEA 2004 Section 650 & 644 parent involvement requirements
[3]Indicates Title I Section 1118 parent involvement requirements
[4]Indicates State Board Parent and Family Involvement Policy recommendations

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