

DRAFT POLICY 1900

PARENT AND FAMILY ENGAGEMENT POLICY

SY 2023-2024

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

Title I Parental and Family Engagement - District Level Policy

The NYSED Guidance document related to Parent and Family Engagement under Title I Part A: The "Parent and Family Engagement (PFE) under *Every Student Succeeds Act* (ESSA) guides Local Educational Agencies (LEA) to develop and distribute a written family engagement policy. The policy must be developed in consultation with parents and families of participating students. ESSA requires that LEAs promote collaboration between, schools, parents and families, in helping students achieve high academic standards."

Research indicates that parent and family involvement helps children achieve high academic standards. When schools work together with parents in school activities, and both schools and families engage in shared decision-making regarding children's education, students are more likely to acquire literacy at faster rates. School Districts that foster frequent and effective communication, encouraging shared conversations among school staff, parents, and families, see higher school attendance rates and more parent and family participation. Students develop better social skills and behavior, all of which result in better academic achievement and test performance.

The Parent and Family Engagement Policy that is developed is to be annually reviewed and revised as needed through collaboration across a diverse group of stakeholders and contributes to parents building rapport and capacity among involved participants.

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, parental involvement programs, activities, and procedures at both the district and individual school level must ensure that parents:

- 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 term parents refer 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).

DRAFT POLICY 1900

The Westbury UFSD's expectations and goals for meaningful parent and family involvement are described below. LEA will:

- Involve parents and family members to develop the LEA support and improvement plans;
- Supply coordination, technical assistance and other support to both aid and increase capacity of administration, staff, and parents and families; to plan and implement effective PFE activities that improve student academic achievement and overall school performance;
- include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- Embed and integrate district and school-level PFE strategies with 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 include work related to:
 - 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;
- 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.

District and school level Title I parental and family engagement programs, activities and procedures will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

As further required by under *Every Student Succeeds Act* (ESSA), the, parents 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 also will participate in the process for developing a school improvement plan if/when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

Parent participation in development of district wide parental involvement plan.

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

Review of district wide parental involvement plan

DRAFT POLICY 1900

The Board, along with the Superintendent of Schools and other appropriate staff will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental and family engagement plan 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 involvement policies necessary for more effective involvement.

Development of school level parental involvement plans

The Superintendent of Schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided technical assistance and all other support necessary to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance.

Support 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 and student achievement 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:
2. Provide materials and training to help parents work with their child's academic achievement.
3. Educate its teachers, pupil services personnel, principals, and other staff 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:

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 Every *Student Succeeds Act* (ESSA), Title I, Part A parent and family engagement requirements with parental involvement strategies adopted in connection with any applicable programs.

Adoption or review date: _____

DRAFT POLICY 1900

Title IA: Parental and Family Engagement **School Level Policy: SY 2023 - 2024**

The Westbury Union Free School District recognizes that parents play an integral role in assisting their child's learning. We encourage parents 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 and family engagement goals of Title I, Part A of the federal *Every Student Succeeds Act* (ESSA).**

- The Building Principal 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.
- The school staff shall offer a flexible number of meetings to provide parents with 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.
- 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.
- 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 involvement policy.

Student Academic Achievement School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the 2023- 2024 school year:

School Responsibilities

The school will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment;

- Hold parent-teacher conferences during these conferences, this compact will be discussed as it relates to your child's academic achievement.
- Provide parents with frequent reports on their child's progress;
- Provide parents reasonable access to staff; and
- Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.

DRAFT POLICY 1900

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor my child's attendance;
- Make sure that homework is completed;
- Monitor the amount of my child's "screen/device time";
- Volunteer in my child's school;
- Participate in decisions regarding my children's education;
- Promote positive use of my child's extracurricular time; and
- Stay informed about my child's education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:

- Do homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school; and
- Give to my parents all notices and information received by me from my school every day.

School

Parent

Student

Date

Date

Date

Adoption/review date: _____