HEWLETT-WOODMERE UFSD **Policy 1900**

(X**)** 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.

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;
- Ensure parents have access to their child(ren)'s academic progress and opportunities to discuss their progress with teachers;
- 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).

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.

Title I Parent and Family Engagement – District Level Policy

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.)

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, review and improvement 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 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:

- The Title I building(s) will convene an annual meeting, at a convenient time, to inform parents of their school's participation in Title I programs and to explain Title I requirements and the right of parents to be involved. All parents of children participating in Title I programs will be invited and encouraged to attend the meeting.
- Offer a flexible number of meetings, such as meetings in the morning or evening; and may provide (with funds provided under this provision of law) transportation, or child care, as such services relate to parental involvement and engagement.
- 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 parental involvement policy.
- Provide parents of participating children with timely information about programs, a description and explanation of the curriculum used in Title I programs, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and if requested by parents, opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practically possible.
- Review the school-parent compact jointly with parents. The school-parent compact outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.
- Parent participation on HW 2025 committees.

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 that an annual Title I parent meetings occurs at all schools receiving Title I funding
- Ensure that there is parental participation on school Shared Decision Making committees

Building capacity for parental involvement/Coordination of parental involvement strategies

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:

A. 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:

1. Assisting parents in understanding such topics as the 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 hold:

- parent orientation prior to entry in certain grade levels
- school visits and conferences for grade P-12 families
- back to School/Curriculum Nights for P-12 families
- kindergarten screening prior to the start of the school year
- informational Title I meeting
- Title I funds may be used to pay reasonable and necessary expenses including transportation and childcare to enable parents to participate in meetings and training.

2. Providing materials and training to help parents work to improve their child's academic achievement such as literacy training, using technology (including education about the harms of copyright piracy) and /or activities supporting a child's literacy and math skills. To achieve this objective, the district and its Title I schools will:

- regular school-wide forums held throughout the year on topics related to teaching and learning

- comprehensive school website featuring instructional information, announcements and email access to teaching staff
- annually published school calendar highlighting activities and assessment dates.
- host reading and mathematics evenings for parents and students
- host STEAM evenings
- host parent-teachers conferences

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.

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.

- Microsoft Translate
- Propio

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 activity:

- Annual ESSA-Funded Programs meeting each June

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
NYSED Guidance, Parent and Family Engagement: Title I, Part A (June 2019)
https://www.nysed.gov/sites/default/files/pfe-guidance.pdf

Adoption date: July 2, 2019
Reviewed: June 17, 2020, June 16, 2021, July 6, 2022, July 5, 2023

Title I Parent and Family Engagement - School Level Approach

The Title I buildings each year 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 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.

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.

HEWLETT-WOODMERE UFSD **Exhibit 1900-E.2**

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.
- Ensure regular two-way, meaningful communication between parents and family members and school staff, and, to the extent practicable, in a language that the parents and family members can understand

Parents' 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;
- Limit amount of screen time my child watches;
- 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