

PARENT AND FAMILY ENGAGEMENT - Policy

The East Ramapo Central School District encourages parents/guardians, school staff, and students to work together in a dual capacity framework to build partnerships to foster greater academic achievement and social-emotional development. District goals include developing school-family partnerships and promoting shared responsibilities for the high performance of students. The District believes that positive parent and family engagement is essential to student achievement and thus encourages such involvement in school educational planning and operations. The District encourages such involvement at home (e.g., planned home reading time, informal learning activities), in the classroom, or during extra-curricular activities. The Board directs the Superintendent to develop a home-school communications program in an effort to encourage all forms of parent and family engagement.

Parent and family engagement that builds dual capacity 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 will support parents and family members:

1. to play an integral role in assisting their child's learning;
2. to be actively involved in their child's education at school; and
3. to be full partners in their child's education and are included, as appropriate, in decision making and on advisory committees.

Parents and family members are encouraged to provide feedback throughout the year regarding the effectiveness of the parent and family engagement programs and activities and ways in which the District or particular schools can improve parent and family engagement. Feedback will be solicited from parents through the District's Family Resource Coordinators, located at each of our public schools.

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 Elementary and Secondary Education Act (ESEA) and its reauthorization in the Every Student Succeeds Act (ESSA), the District 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 the child's education. Further, as required by federal law, the District will ensure that all of its schools receiving Title I, Part A funds develop and implement school level involvement policies or adopt the District parent involvement policy as their own.

The District will ensure that District and school level Title I parental involvement programs, activities and procedures provide full opportunities for the participation of parents and family members with limited English proficiency, with disabilities, and of migratory children and will work to ensure that communication to parents is in a language the parent can understand.

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. Additionally, parents and family members of students that attend a school that fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement will be provided the opportunity to

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participate in the process of developing a school improvement plan.

Title I Parent and Family Engagement – Development of school level parental and family engagement approaches and policies

Each Title I school, in consultation with parents and family members of participating children, shall adopt the District-wide policy as its school level policy or develop its own school level policy in compliance with the requirements of ESSA.

The Superintendent 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. Individual schools are encouraged to develop and maintain programs and activities to meet the needs of their particular parents and families.

Building capacity for Title I 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:

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:
 - a. offer parent workshops at both the school level and District-wide;
 - b. provide parents with a bi-annual progress report from their child's Title I support teacher;
 - c. when requested and/or if necessary, offer parent-teacher phone conferences in addition to regular parent-teacher conferences; and/or
 - d. provide informational materials and/or resources to assist parents in playing a role in their child's learning.

2. Provide materials and training to help parents work to improve their child's academic achievement. To achieve this objective, the District and/or its Title I schools will:
 - a. offer parent workshops at both the school level and District-wide;
 - b. assist parents in supporting the instructional practices used in the schools at home, particularly in the areas of math and literacy;
 - c. forge community partnerships that will help support the school-home connection;
 - d. encourage parents and families to participate in library programs and to access books, articles, and other media in an effort to extend and enrich the District's core curriculum in literacy as well as the other content areas including math, social studies, and science; and/or
 - e. post resources on the District website and/or social media as well as disseminate resources to parents through the Family Resource Coordinators.

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3. Educate its teachers, special student services personnel, principals, and other staff in understanding the value and utility of a parents' contributions and on how to:
 - a. reach out to, communicate with, and work with parents as equal partners;
 - b. implement and coordinate parent programs;
 - c. build relationships between parents and the schools; and/or

To achieve this objective, the District and its Title I schools will:

- a. disseminate materials and resources to schools;
- b. hold professional development with school and Title 1 staff;
- c. encourage regular parent communication and outreach; and/or

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 format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand. Such communications include, but are not limited to, the Title I Parent Compact, student progress reports, and information posted on the District's website.

Coordination of parent and family involvement strategies

The District will coordinate and integrate strategies adopted to comply with Title I, Part A parental involvement requirements with other federal, state, and local programs. The District's Office of Curriculum & Instruction will be responsible for coordinating programs and strategies, monitoring success, identifying issues, establishing follow up procedures, and implementing any necessary changes in order to ensure the successful coordination of these parental involvement strategies.

Review of District-wide Title I parent and family engagement policy

The Board, along with its Superintendent and other appropriate staff will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of all Title I schools. This review shall include identifying any barriers to greater participation by parents in activities under this policy, assessing the needs of parents and family members to assist in their child's learning, and determining strategies that will support successful school and family interactions.

To facilitate this review, the District will conduct an annual survey which shall collect information regarding the effectiveness of the District's parent and family engagement policy. The survey shall administered each parent of a student receiving Title I services at the end of the academic year. The findings of the survey shall be reviewed and evaluated by the District's Office of Curriculum & Instruction and will be used to design evidence-based strategies for more effective parental involvement. Following the review, and if necessary, the policy shall be revised in an effort to improve parent and family engagement.

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Cross-Reference:

4010 Equivalence in Instructional Staff and Materials

References:

20 USC §6318

8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)

ESSA §1116 (b) & (c)

NYED, Guidance: Parent and Family Engagement: Title I, Part A, June, 2019

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