

**Hoosac Valley Regional School District
Inclusive Family Engagement Policy for Federal Grants**

Schools:

Hoosac Valley Elementary School- Erin Beaulac, Principal ebeaulac@hoosacvalley.org
14 Commercial St.
Adams, MA 01220
413-743-0876

Hoosac Valley Middle School-Lisa Lesser, Principal llesser@hoosacvalley.org
125 Savoy Road
Cheshire, MA 01225
413-743-5200

Please contact your building principal if you would like to participate in reviewing and revising this policy annually or school improvement plans at the number/email above.

The HVRSD, as a schoolwide Title I district in the elementary and middle school, must develop jointly with, annually evaluate with, and distribute to parents/caregivers of Title I students written family engagement plans. This plan will be shared with the local community, families and stakeholders, and updated periodically on the district website.

The district achieves this goal of improved family engagement through seeking input and participation from stakeholders each year in the following ways:

1. The HVRSD has one Title I director and two building Title Family Engagement coordinators at HVE and HVMS who meet with district and school administrators regularly for family engagement and program planning and review meetings. Teachers, paraprofessionals, and parents are given input opportunities during the Title I needs assessment period each fall/winter and program review and summary each spring prior to grant priorities being set for the ESSA annual consolidated grant application. The director also meets regularly with the parochial school administration and staff for input on grant priorities and family engagement of that targeted Title I program. The director also seeks input from community partners such as Youth Center Inc, HeadStart, Family Resource Center, Childcare of the Berkshires, and other organizations.
2. The HVRSD principals have school councils and the building Title I family coordinators will survey families each year about program improvement and family-school compact updates. The Title I director will share the schoolwide plan each year before December break to all families and staff via newsletter and website. Each building will hold an annual open house and teacher conferences with families at a convenient time, offering multiple meetings if necessary, at which the school will inform families of the school's participation in Title I and the requirements of Title I, including family engagement

requirements and the school-family compact. This is also an opportunity to ask for family feedback in the plan's annual review.

3. The district's administration and teaching staff seek and attend DESE and other outside professional development on implementing effective parent and family engagement. Implementation of these strategies is encouraged and shared at faculty meetings and cabinet meetings for future planning.
4. The building principal and teachers provide frequent family communication on student achievement and data on MCAS, software programs that collect data, and home ELA/Math activities through meetings, newsletters, flyers, email and school-based communication via website and all-call. Free ELA Core5 and Math Happy Numbers online software programs are available to families for home use. Teachers often send home curricular materials for practice of basic skills to families. Other materials and training opportunities are made available upon request to the Title I coordinators.
5. The schoolwide program conducts an annual program evaluation surveys at events on the effectiveness of the family engagement plan and activity calendar in improving the academic quality of Title-I served schools, including by identifying:
 - a. barriers to greater participation by families (with a focus on those who are economically disadvantaged, disabled, have limited English proficiency or literacy, or are of a racial or ethnic minority);
 - b. what families need to assist with children's learning, including how families engage with teachers and staff; and
 - c. strategies to support successful school and family interactions;
 - d. Building coordinators will collect all input from families and staff to share with the principal and instructional team leaders
6. The Title I director will meet with the coordinators and district administration to review the surveys and other evaluation input and plan to design evidence-based strategies for more effective family engagement based on the findings.
7. The director will revise the family engagement plan, if needed, annually.
8. A calendar of activities will be shared with families of the schoolwide schools each school year and ongoing on the website or social media.

9. If requested by families, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
10. Each school under Title I will develop jointly with families a school-parent compact for all children. This compact will outline how families, staff and students will share the responsibility for improved student achievement and communication. The compact will be shared with families at the annual parent-teacher conferences. District and building administration will review the compacts annually.
11. The schools will provide on-going and regular reports to families on student progress, opportunities to volunteer and participate and/or observe classroom activities. This includes progress reports, report cards, teacher notes, etc.
12. Parent's Right-to-Know

Once a year the Superintendent/Title I Director shall notify the parents of students attending a Title I school, via website and letter, that parents may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers, including, at a minimum:

 1. whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 2. whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
 3. whether the teacher is teaching in the field of discipline of the certification of the teacher; and
 4. whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school shall provide to each individual family:

- information on the child's level of achievement and academic growth in each of the state academic assessments (MCAS) as required under Title I, and timely notice that the child has been taught for four or more consecutive weeks by a teacher who does not meet state licensure requirements. Dyslexia and benchmark screening results will also be shared with families three times a year at the elementary school.

For questions regarding this plan, please contact Jacquelyn Daniels, Title I director, at jdaniels@hoosacvalley.org at (413) 743-2939.