

PARENT AND FAMILY ENGAGEMENT

The Board of Education believes that positive parental and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parental and family engagement at home (e.g., planned home reading time and informal learning activities). 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.

Title I Parental and Family Engagement- District Level Policy

Consistent with the parental 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 parental and family engagement procedures, as further required by federal law.

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 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;
- 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).

District and school level Title I parental and family engagement programs, activities and procedures will provide full opportunities for the informed participation of all 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 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 of developing either a comprehensive or targeted "support and improvement plan" when the school their child attends is identified by the State as needing this plan.

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 and family member involvement in the development of the district wide Title I plan:

1. Meetings will be flexibly scheduled during the morning, after school, and during the evening.
2. E-mail and telephone communication will be used to survey parents who may not be available to attend meetings in person.
3. The Superintendent's quarterly newsletter, the district website, mailings, and/or the Connect-ED® notification system will be used to communicate meeting times and alternative contact information.

Review of district wide Parental and family engagement policy

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 involvement policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

1. Title I parents will be invited to attend an annual meeting facilitated by the Assistant Superintendent for Personnel and Instruction.
2. The annual meeting shall be convened within 60 days after the start of the new school year.
3. The district website, mailings, and/or The Connect-ED® notification system will be used to communicate meeting times and alternative contact information.
4. Included in the meeting notice will be an overview of Title I programs and schedules.
5. Title I parents will be provided with the opportunity to complete and submit review/evaluation forms should they be unable to attend the annual meeting.
6. Should a Title I parent require a translator, one will be present at the annual meeting.

Development of school level parental 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 parental and family engagement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the Superintendent will:

1. Ensure that meetings are flexibly scheduled during the morning, after school, and during the evening.
2. Ensure that e-mail and telephone communication will be used to survey parents who may not be available to attend meetings in person.
3. Ensure that the Superintendent's quarterly newsletter, the district website, mailings, and/or The Connect-ED® notification system will be used to communicate meeting times and alternative contact information.

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, challenging academic 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:
 - Schedule parent information sessions, (e.g. during PTA, SEPTA, and Board of Education meetings)
 - Distribute, when appropriate, and post relevant information on the district website. Collaborate with the Pupil Personnel Services and SEPTA to coordinate speakers and programs.
2. Provide materials and training to help parents work with their child's academic achievement such as literacy training and using technology (including education about the harms of copyright piracy). To achieve this objective, the district and its Title I schools will:
 - Work in collaboration with the PTA to implement programs such as *Parents as Reading Partners (PARP)*, *A Million Minutes of Reading*, and *Reflections*
 - Distribute, when appropriate, the curriculum guides, assessment preparation information, and support in understanding student assessment reports
 - Offer onsite opportunities, such as PTA meetings, for parents to learn about the curriculum, assessments, and student assessment information.
 - Communicate with the North Merrick Public Library regarding our literacy programs.
3. Educate its teachers, specialized instructional support personnel, principals, **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

Build ties between parents and the schools

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

- Annual District parent outreach activities, such as, letters, phone calls, Connect Ed, website and calendar events.
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 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:

- Deputy Superintendent is responsible for Title I
- Annual District parent outreach activities, such as, letters, phone calls, Connect Ed, website and calendar events.

Title I Parent And Family Engagement - School Level Approach

The North Merrick School District 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)
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.

Student Academic Achievement School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the current 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, family members and school staff, and, to the extent practicable, in a language that the parents and family members can understand.

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 screen time for my child;
- Volunteer in my child's school, if possible;
- Participate, as appropriate, 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 date: 12/11/07
Revised First Reading: 3/13/2018
Adopted: 4/17/218
Reviewed Consultation and
Collaboration Meeting- 6/7/23
Reviewed Consultation and
Collaboration Meeting 6/3/2024