REQUIRED

KAB - HOPE-PAGE DISTRICT-LEVEL
PARENT AND FAMILY ENGAGEMENT POLICY

In support of strengthening student academic achievement, the **Hope-Page** School District which receives Title I, Part A funds must jointly develop with, agree on with, and distribute to parents and family members of participating students a written District-Level Parent and Family Engagement Policy that contains information required by Every Student Succeeds Act (ESSA). The policy establishes the district's expectations and objectives for meaningful parent and family engagement and describes how the District will implement a number of specific parent and family engagement activities.

Definitions
This policy defines the following:

- *Parent* means a biological, adoptive, step or foster father or mother, or any other individual who stands in loco parentis to the student.
- *Parental involvement* means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    a. Parents play an integral role in assisting their child's learning;
    b. Parents are encouraged to be actively involved in their child's education at school;
    c. Parents 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; and
    d. Other activities are carried out, such as those described in ESSA.
- *Family/family members* are adults living in a student's household who are related to the student and/or adult relatives living outside the student's household who, based on a school administrator's knowledge, play a direct and active role in the student's education (e.g., volunteer in school, attend school meetings).

District-Level Parent and Family Engagement Policy Requirements
The District agrees to implement the following requirements as outlined in law:

1. Put into operation programs, activities, and procedures for the engagement of parents and family members in all of its school with Title I, Part A programs. These programs, activities, and procedures must be planned and operated with meaningful consultation with parents and family members of participating children;
2. Work with its schools to ensure that the required School-Level Parent and Family Engagement Policy meets the Title I, Part A requirements, and includes as a component, a school-parent compact;
3. Incorporate this District-Level Parent and Family Engagement Policy into its district plan;

4. Provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory students, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand; and

5. If the district plan for Title I, Part A is not satisfactory to the parents of participating students, the District shall submit any parent comments with the plan when the District submits the plan to Department of Public Instruction.

Required District-Level Parent and Family Engagement Policy Components
The District-Level Parent and Family Engagement Policy includes a description of how the district may implement or accomplish each of the following components:

1. **Joint Development**

a. The District shall take the following actions to involve parents and family members in jointly developing its district plan, and in the development and review of support and improvement plans.

b. Work with group of parents and Climate and Culture committee to review and develop School Level Parent and Family Engagement Policy annually.

c. Conduct annual surveys to discuss technology, academics, safety, and school culture through School Improvement Committee

2. **Annual Evaluation**

The District shall take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this District-Level Parent and Family Engagement Policy in improving the academic quality of its Title I, Part A schools. The evaluation must include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation must also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The District may use the findings of the evaluation about its District-Level Parent and Family Engagement Policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its District-Level Parent and Family Engagement Policy.

a. A school-wide parent survey will be sent out online to all families of the District.

b. Survey will be created and distributed by Administration and Title I staff.
c. Parent responses will be used to evaluate the Title I programing.

3. **Reservation of Funds (only applicable to districts with Title I, Part A allocations of $500,000 or more)**

If applicable, the District shall involve the parents and family members of students served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to Title I schools.

-Not Applicable.

4. **Coordination of Services**

The District shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local laws and programs that encourage and support parents in more fully participating in the education of their children by:

a. Organizations such as Hope-Page Parent Group, extracurricular activities, student-led conferences as well as outside community programs we can participate in.

b. In house resources such as District Prekindergarten screeners, volunteer readers, Title I family lunch event, community connection with curriculum for field trips, and student promotion day to help students transition from grade to grade.
c. Online resources.

5. **Building Capacity of Parents and Family**

The District shall, with the assistance of its Title I schools, build the parents' capacity for strong parent involvement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

a. The challenging State academic standards;

b. The State and local academic assessments including alternate assessments;

c. The requirements of Title I, Part A;

d. How to monitor their child's progress; and determine needs.

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e. How to work with educators to improve the achievement of their child.

The District-Schools shall provide parent and family engagement of participating children, if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such request as soon as practically possible:

The District offers Back to School Night, Prekindergarten Open House, as well as the school related Parent/Teacher conferences, and Technology/Academic/Safety/ Financial community meetings with the school building.

6. **Building Capacity of School Staff**

The District shall, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of contributions of parents, and in 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 schools by:

a. Offering contracted professional development days and opportunities throughout the school year for all staff.

b. Offering opportunities to attend state conferences.
c. Offering set aside time for weekly professional development.
d. Offering up to 3 paid professional development days and $100.00 towards professional development credit
e. Opportunity to participate in book study through the REA or the school district.
f. Online Resources

The District-Schools shall provide other reasonable support for parent and family engagement activities as parents may request by:

a. Contacting the classroom teacher, Title teacher, and/or The Building Principal

b. Funding for engagement activities can be budgeted
c. Outreach within the community through Hope-Page Parent Group
d. Participation in reading month, math month, red ribbon week, book fair etc.
e. Communication through social media, school wide communications and weekly newsletter.

Building Capacity for Involvement

1. The District-Level Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the District, in meaningful consultation with its parents, choose to undertake to build parents' capacity for involvement in the school and school district to support their children's

academic achievement, such as the following discretionary activities listed in ESSA. The District shall implement the following District-Level Parent and Family Engagement Policy components to improve family-school partnerships[1]:Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

2. Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training;
3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. Train parents to enhance the engagement of other parents;
5. Maximize parent and family engagement and the participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating students and parents who are unable to attend conferences at school;
6. Adopt and implement model approaches to improving parent and family engagement;
7. Establish a district parent.community advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs; and
8. Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

Each district school who receives Title I, Part A shall take the following actions to jointly develop with parents of participating children a school-parent compact (KAB-E) that outlines how parents, the entire school staff, and students may share the responsibility for improved student academic achievement and the means by which the school and parents may build and develop a partnership to help children achieve the state's high standards.

a. Utilize parent involvement to adjustment the current compact created according to DPI regulations, academic initiatives, and the MTSS process.

b. Communicate with parents through school communications tools to share information or make recommendations.

Each district school who receives Title I, Part A shall take the following actions to provide parents of participating children the following:

a. Timely information about the Title I programs,

[1] *NOTE: Indicate the following District-Level Parent and Family Engagement Policy components the district will implement to improve family-school partnerships.*

b. Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement, and

c. Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.
   i. School-level Parent and Family Engagement Policy will be posted on the school website.
   ii. Information will be sent out using other school communication tools (ex. SeeSaw, Google Classroom, Blackboard Connect, e-mail, text) as well as through social media.
   iii. When necessary, newsletters to be shared with parents.

Policy Adoption and Dissemination

The Board shall annually review this policy an at their annual meeting in July and any associated policy templates. The District shall distribute this policy annually to all parents of participating Title I, Part A students.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- FDC, Education of Migrant Students
- GABAA, English Learners
- KAB-BR, School-Level Parent and Family Engagement Policy
- KAB-E, School-Parent Compact Requirements

End of Hope-Page School District Policy KAB-1..... Adopted: 3/14/2025