

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 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.

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 No Child Left Behind Act of 2001 (NCLB) and its reauthorization in the Every Student Succeeds Act (ESSA), the Board of Education will direct the Superintendent of Schools to 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.

For purposes of this policy, parent and family engagement 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;
- 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).

In accordance with NCLB requirements, the District will:

1. Involve parents in the joint development of the Title I Plan;
2. Provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance;
3. Build the schools' and parents' capacity for strong parental involvement;
4. Coordinate and integrate Title I parent and family engagement strategies with those of other programs, i.e., Headstart, Reading First, Even Start and other programs;
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the Title I schools, including identifying barriers to greater participation by parents in activities authorized by Title I, and use the findings of the evaluation to design strategies for more effective parent and family engagement and revise, if necessary, the parent and family engagement policies at the LEA (Local Education Agency) and school level.

This Parent and Family Engagement Policy was designed based upon careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this policy with Title I parents to improve the academic quality of our school.

In developing this Parent and Family Engagement Policy, parents and family members of Title I participating students as well as parent members of the Parent Teacher Association were consulted. To increase and improve parent and family engagement and school quality, the Title I school(s) will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program including the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
- encourage meaningful parent participation on Parent-Teacher Association and the Special Education PTA;
- maintain a Parent Coordinator in each building to serve as liaison between the school and families;
- conduct parent and family workshops with topics that may include: parenting skills, bullying, understanding educational accountability, and literacy;
- provide opportunities for parents and family members to help them understand the accountability system;
- host the required Title I Parent Annual Meeting on or before December 1 of each school year to advise parents and family members of participating children about the school's Title I program;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- develop and distribute a school newsletter or other publication designed to keep parents and family members informed;
- develop and maintain a parent resource lending library.

District and school level Title I parent and family engagement programs, activities and procedures will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Building capacity for parent and family engagement

To build parent capacity for strong parent and family engagement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Provide assistance to parents of children served by the school or LEA in understanding such topics as the State's academic content standards, State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to help parents work with their children to improve their child's academic achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family engagement;

3. Educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions by 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 the school;
4. Coordinate and integrate, to the extent feasible and appropriate, parent and family engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parent as Teachers Program, public preschools (if they exist in the LEA), and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Ref: 20 USC §6318(a)(2), No Child Left Behind Act of 2001 (§1118 of the Elementary and Secondary Education Act)
8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)
U.S. Department of Education, Parental Involvement, Title I, Part A, *Non-Regulatory Guidance*, April 23, 2004

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