

PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS

I. Introduction

- A. The Waterville Central School District (the District) recognizes that the purpose of Title I funding is to improve the educational opportunities of educationally deprived children. The District therefore shall use Title I resources to help educationally deprived children succeed in regular District programs, attain grade level proficiency, and improve achievement in basic and advanced skills.
- B. The District also recognizes the importance of active parent and family participation in the education of their child. The District therefore shall involve parents and family members of eligible children in the development and implementation of innovative programs and activities to ensure the delivery of appropriate educational services to eligible students.
- C. The purpose of this policy is to establish the District's expectations for parent and family engagement in Title I programs.
- D. The Superintendent shall be responsible for developing the District's Parent and Family Engagement Implementation Plan for meeting the District's obligation under Title I and this Policy.

II. Definitions

For the purposes of this Policy:

- A. The terms "student" and "child" shall mean a student eligible for Title I services in the District.
- B. Except where specifically noted in this policy, the term "parent" shall mean the parent/guardian, or person in parental relation of a student who is eligible for Title I services in the District.

III. District Obligations:

- A. The District will:
 - 1. Convene and invite parents and family members to a District Annual Title I meeting.
 - 2. At the beginning of each school calendar year, notify the parents of each student attending a school that receives Title I money (even if their child is

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not in a Title I program) of their right to request and receive information regarding the following credentials of the professionals providing educational services to their children:

- a. Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
 - c. Whether your child's teacher is teaching in the field of discipline of the certification of the teacher; and
 - d. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
3. Involve parents and family members in the joint development of:
- a. The District Local Educational Agency Plan.

If the District's Local Educational Agency Plan is not satisfactory to parents, the District will submit any parent comments to the State when the District submits its plan to the State.
 - b. The process of school review and improvement.
 - c. Each of the District-wide Program Plans. If any school-wide program(s) are not satisfactory to parents, the school will submit any parent comments on the program(s) when the school makes the program(s) available to the District.
4. Provide the coordination, technical assistance and other support necessary in planning and implementing effective parent and family involvement activities to meet the State academic standards.
5. Build the schools' and parents' capacity for strong parental and family involvement.
6. Coordinate and integrate parent and family engagement strategies in Title I programs with parent and family engagement strategies under other programs (such as Head Start, Reading First, Early Reading First, Even

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Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs).

7. Conduct, with the involvement of parents and family members, an annual survey and/or evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools receiving Title I funding.
 - a. The District will identify barriers to greater participation by parents and family members in Title I activities.
 - b. The District will design or revise strategies to overcome such barriers.
 - c. When designing or revising strategies to overcome such barriers, the District will pay particular attention to barriers faced by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or of any racial or ethnic minority background.
 8. Involve parents and family members in the activities of Title I schools and programs.
 9. Jointly develop with parents and family members the school-parent compact described by this Policy.
 10. Provide other reasonable support for parent and family involvement activities as parents and family members may request.
- B. The District may:
1. Use Title I funds to provide transportation, childcare, or home visits as such services relate to parent and family involvement.
 2. Involve parents and family members in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
 3. Provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training.

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4. Pay reasonable and necessary expenses associated with local parent and family involvement activities, including transportation and childcare costs, to enable parents and family members to participate in school-related meetings and training sessions.
5. Train parents and family members to enhance the involvement of other parents and families.
6. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with children, with parents and family members who are unable to attend such conferences at school, in order to maximize parent and family involvement and participation.
7. Adopt and implement model approaches to improving parent and family involvement.
8. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family involvement in Title I programs.
9. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

IV. Partnership With Parents and Family:

- A. The District believes parents should be partners in their child's education. A parent's active and meaningful participation in their child's education increases the child's potential for educational success.
- B. To promote meaningful parent and family involvement, the District encourages parents:
 1. To attend and actively participate in the District's annual Title I Parent meeting.
 2. To act as consultants who assist the District in completing periodic Title I grant applications.
 3. To assess and, if necessary, help the District develop or revise its Title I programs.
 4. To play an integral role in their child's learning.

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5. To periodically assess and, if necessary, help the District revise this policy.
 6. To otherwise become active and full partners in their child's education.
- C. The District will fulfill its Parental and Family Engagement obligations by:
1. Offering a flexible number of meetings, such as meetings in the morning or evening.
 2. Involving 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 this policy.
 3. Providing parents with timely information about Title I Programs.
 4. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
 5. Providing requesting parents with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible.
 6. Responding to suggestions made by parents as soon as practicably possible.
 7. Building capacity for parent and family involvement by:
 - a. Providing assistance to parents, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - b. Providing materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

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- c. Educating teachers, specialized instructional support personnel, principals and other leaders, and other staff:
 - i. About the value and utility of parental contributions to education.
 - ii. So that they may develop skills to reach out to, communicate and work with parents as equal partners.
 - iii. So that they may implement and coordinate parent programs and work to build ties between parents and the school.
 - d. Coordinating and integrating, to the extent feasible and appropriate, parent and family involvement programs and activities with other Federal, State and local programs including public preschool programs.
 - e. Conducting other activities, such as parent resource centers, which encourage and support parents in more fully participating in the education of their children.
 - f. Ensuring 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.
- 8. Developing jointly with parents innovative programs, activities and procedures that have the goals and objectives outlined by this policy.
 - 9. Informing parents of the reasons their children are participating in the program and of the specific instructional objectives and methods of the program.
 - 10. Supporting the efforts of parents, and train parents, to the maximum extent practicable to:
 - a. Work with their children in the home to attain the instructional objectives of the program.
 - b. Understand the program's requirements.

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11. Providing, to the extent practicable, opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
12. Providing information and school reports required under section 1111 of the Every Student Succeeds Act (ESSA) in a format and, to the extent practicable, in a language such parents understand.
13. Informing parents and parental organizations of the existence and purpose of any parental resource centers available to provide training, information or support to parents.
14. Scheduling student conference between parents and Title I teachers as necessary.

V. Annual Title I Parent Meeting:

A. Notification:

1. At the beginning of the school calendar year, the District will formally invite parents to attend the District's annual Title I Parent Meeting.
2. The annual notification will be provided to parents in an understandable and uniform format and, to the extent practicable, will be provided in a language that parents can understand.

B. The purpose of the District's annual Title I Parent Meeting is:

1. To inform parents of the general purpose of Title I funding and to further inform these parents of the reasons their children are participating in Title I programs.
2. To inform parents of the specific Title I programs, activities and services currently available to their children.
3. To inform parents of their right to be active participants in the education of their children.
4. To allow parents the opportunity to ask questions, make suggestions and have input into the District's Title I program.

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5. To encourage parents to become active participants in the education of their children.

VI. Parent – School Compact

- A. The District will jointly develop with parents and family members a “Parent – School Compact” that outlines how parents, the entire school staff, and teachers will share the responsibility for meeting improved State academic standards and the means by which the school and parents will build and develop a partnership to help the children achieve State standards.
- B. The compact shall:
 1. Describe the school’s responsibility to improve high-quality curriculum and instruction in a supportive and effective learning environment that enables the achievement of challenging State academic standards.
 2. Describe the ways in which each parent will be responsible for supporting their child’s learning, such as:
 - a. Volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an ongoing basis, by:
 - a. Scheduling parent-teacher conferences in elementary schools on an annual (or more frequent) basis. Such conferences will include a discussion of how the parent – teacher compact relates to the individual child’s achievement.
 - b. Providing frequent reports to parents on their children’s progress.
 - c. Ensuring reasonable access to staff.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
 - e. Providing opportunities to parents to observe classroom activities, and to volunteer and participate in their child’s class.

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VII. Complaint and Appeal Process:

- A. The District distributes to parents and appropriate private school officials, free of charge, information about the State Complaint and Appeal Procedures available for use when parents have complaints regarding the District's fulfillment of its obligations under ESSA Title I, Parts A, C, and D, or under the General Education Provisions Act, or under Section 100.2(ee) of the Commissioner's Regulations.
- B. A complaint regarding the District's administration or implementation of its ESSA Title I Grant, or of Academic Intervention Services for students identified under Commissioner's Regulations Part 100 must be submitted in writing to the Superintendent.
 1. The District will attempt to resolve the complaint within thirty (30) business days.
 2. If the parent making the complaint is not satisfied with the District's response after thirty (30) business days, the parent may submit the complaint to the New York State Education Department by email to CONAPPTA@nysed.org with "COMPLAINT" in the subject line or by mail to the New York State Education Department Office of ESSA Funded Programs, located at:

Complaint Coordinator
89 Washington Avenue, 320EB
Albany, New York 12234.
 3. If the complainant is not satisfied with the New York State Education Department's response, the complainant may submit the complaint to the:

U.S. Department of Education
Compensatory Education Programs
400 Maryland Avenue – S.W., Room 3W230 FOB#6
Washington, DC 20202-6132

VIII. Accessibility:

To the extent practicable, the District will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language parents understand.

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IX. Incorporation:

This policy shall be incorporated into the District's Local Educational Agency Plan under Section 1112 of the Every Student Succeeds Act.

X. Policy Development, Distribution, Revision and Review:

- A. This Policy was developed jointly with, and is agreed to, by parents and family members. This Policy is subject to periodic review and/or revision with help from parents and family members.
- B. This Policy will be distributed to parents and family members in a format understandable to them, and, to the extent practicable, in a language they can understand.
- C. This Policy will be made available to the local community.

Waterville Central School District

Legal Ref: The Elementary and Secondary Educational Act of 1965; Hawkins-Stafford Act of 1988, P.L. 100-297; Every Student Succeeds Act 2015, P.L. §§ 1116, 107-110.

Adopted: 05/13/92, 04/28/98

Revised: 01/10/12, 12/19/17, 01/08/19, 04/27/21, 02/13/24