

1900 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. To that end, the Board adopts the following policy relative to Title I schools, parents, and children and requires that each building served with Title I funds adopt a policy of parental involvement that includes at a minimum the following guidelines. Such building policies are to be developed jointly by a committee of administrators, teachers, support staff, and parents. 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, family members 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 family engagement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB) and its reauthorization in 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 parent and family engagement procedures, as further required by the 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, 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).

District and school level Title I parent and family engagement programs, activities and procedures will provide opportunities for the participation of 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 the 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 for 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 and family member participation in development of district wide Title I 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 parental involvement Title I plan:

1. Consistently communicate and extend an open invitation to attend and actively participate in all events and planning meetings.
2. Routinely disseminate information that is clear to parents.
3. Provide opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children.
4. Hold meetings in accessible locations; i.e., meeting destinations that are easy to get to, and are parent "friendly." (e.g. community settings, school buildings, meeting rooms of local housing developments, etc.).
5. Convenient and flexible meeting times (e.g. afternoon, early evening, etc.)
6. Seek understanding; (e.g. survey needs, concerns, demographics, barriers, and so forth.
7. Varied forms of communication (e.g. on-line, mailings, letters home with students, phone/text/e-mail, etc.).
8. Provide opportunities to elicit parent involvement (e.g. open house celebrations, parent orientations, block parties, other community events, etc.).
9. Develop and enhance community partnerships to distribute information, build relationships, establish trust, etc.

Development of school level parental involvement approaches

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided technical assistance and all other support necessary to assist them in planning and implementing effective parent and family engagement programs and activities that improve student achievement and school performance.

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.
2. Provide materials and training to help parents work to improve 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:

3. Educate its teachers, specialized instructional support personnel, principals and 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:
 1. reach out to, communicate with, and work with parents as equal partners;
 2. implement and coordinate parent programs; and
 3. build ties between parents and the schools.

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

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 the NCLB 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:

Review of district wide parent 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 and family engagement involvement policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

Coordinator of Grants/Funded Programs will coordinate the review process of the Title I Parent and Family Engagement Policy and Plan.

1. An end of year meeting will be held and all appropriate stakeholders, including parents and family members, will be encouraged to attend and participate.
2. On-going analysis, evaluation and review will also be conducted throughout the year.
3. Share, in a transparent manner, surveys and/or evaluation results.
4. Analyze/evaluate data for areas in which to improve upon and/or sustain.
5. Partner with Parent-Teacher Organizations (PTO) to schedule meetings to further review/evaluate plan.
6. Provide opportunities, beyond scheduled meetings, to collaborate with and discuss/evaluate the plan.
7. Provide Spanish & Arabic translators (reflective of district lang. demographics) to enhance/interpret parent understanding.
8. Actively demonstrate, in a timely manner, responsiveness to needs, suggestions, questions, and so forth.
9. Document and share (via online or hardcopy) all meeting minutes, discussions, events, etc.
10. Consider ways to sustain/nurture parent and family involvement and critical review of the plan. (e.g., parent workshops, webinars, articles, etc.)

Cross-ref:

4010, Equivalence in Instruction

Ref:

1900

[20 USC §§6318\(a\)\(2\); 7801\(38\)](#), Every Student Succeeds Act §1116 of the Elementary and Secondary Education Act)

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The Enlarged City School District of Troy, New York
