

SUBJECT: TITLE I PARENT INVOLVEMENT POLICY

The Board of Education recognizes the rights of parents/persons in parental relation to be fully informed of all information relevant to their children, including children who participate in programs and projects funded by Title I. Therefore, the Board of Education encourages the participation of parents of students eligible for Title I services in all aspects of their child's education, including the development and implementation of district programs, as well as activities and procedures that are designed to carry out No Child Left Behind (NCLB) parent involvement goals.

District-Wide Parent Involvement Policy

In order to facilitate parental participation, in accordance with NCLB requirements, as outlined in the Elementary and Secondary Education Act Section 6318(a) (2), the district will:

- a) Involve parents in the joint development of the Title I Plan. If the plan is not satisfactory to the parents of children participating in Title I programs, the district will submit any parent comments to the State Education Department along with the district's plan;
- b) Provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement through implementing and encouraging participation in appropriate parental involvement activities such as Kindergarten Prep Night, Parent Enrichment programs for elementary and middle school parents, Parent support Network workshops, etc.
- d) Coordinate and integrate parental involvement strategies under Title I with those of other programs including, but not limited to, Achieve 3000 online Reading program, Compass Learning (Math), Summer Reading program and other programs;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools. The evaluation shall include identifying barriers to greater participation by parents in activities under the policy and use the findings of the evaluation to design strategies for more effective parental involvement and, to revise, if necessary, the parental involvement policies at the district and school levels. The district will utilize the Shared Decision Making team for this review;
- f) Involve parents in the activities of the Title I schools through PTA activities, parent volunteer program, IST (Instructional Support Team), AIS (Academic Intervention Services) programs, Parent Support Network workshops, School Counselor programs, the Summer Reading program, Title I Information nights, Parent Engagement/ Informational nights and events, etc.; and

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- g) Involve parents of children in Title I programs in decisions regarding how funds reserved for parental involvement activities are spent. The parent representatives on the Shared Decision Making team will provide input. Parent evaluations of programs will also provide information for such decision.

School-Level Parent Involvement Policy

In accordance with Section 6318(c), the Board of Education directs each school receiving Title I funds to ensure that a building level parental involvement plan is developed with the participation of that school's parents. In addition to the goals stated above, each school building level plan will describe the details to:

- a) Convene an annual meeting, at a convenient time, to inform parents of their 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 Title I programs will be invited and encouraged to attend the meeting;
- b) Offer a flexible number of meetings, such as meetings in the morning or evening; and the district may provide (with funds provided under this provision of law) transportation, child care, or home visits, as such services relate to parental involvement;
- c) 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 parental involvement policy;
- d) Provide parents of participating children with timely information about programs, a description and explanation of the curriculum in use in Title I programs, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and if requested by parents, 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 suggestions as soon as practicably possible; and
- e) Develop a school-parent compact jointly with parents that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.

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- f) The compact must include:
1. A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards;
 2. A description of the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, time management and the development of healthy home routines/schedules supportive of learning (computer, independent reading, sleep, etc.), 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; and
 3. Address the importance of communication between teachers and parents on an ongoing basis including, but not limited to:
 - (a) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (b) Frequent reports to parents on their children's progress; and
 - (c) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Communication between parents and teachers within the compact shall take place through open houses, PTA meetings and newsletters, Parent information links on school district website, Kindergarten Prep Night, Intermediate School and Middle School Transition meetings, Parent Support Network workshops, Summer Reading Program, etc.

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community in order to improve student academic achievement, the district and each school shall:

- a) Provide assistance to parents of children served by the district or school, in understanding such topics as the State's Common Core Learning Standards and 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. The school district will conduct parent information meetings on these topics;

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- b) Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Training of parents in these areas will be accomplished through the use of PTA newsletters, school newsletters, student agendas, open houses, Kindergarten Prep Night, Parent Engagement Nights, etc.;
- c) The district will provide opportunities to all staff to address and meet the district's objectives in relation to parent and community involvement. As such, the district understands the importance of parent involvement and feedback. The district will establish and facilitate parent and community outreach through a systemic approach, which includes all buildings district wide.
- d) Coordinate and integrate to the extent feasible and appropriate, parent involvement programs and activities with Math in Focus, Journeys (reading), Guided Reading, Lucy Calkins Writing Workshop Units of Study, Fountas and Pinnell Word/Study Phonics, Compass Learning, Reading A-Z, Common Core Writing Rubrics, NYS Common Core Math Modules, the NYS Common Core ELA modules, the Achieve 3000 computer assisted program and public preschool 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; and
- e) 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.

In addition to the above activities which are required for the District and each school, the District and each school:

- a) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- b) May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- c) May train parents to enhance the involvement of other parents;

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- d) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- e) May adopt and implement model approaches to improving parental involvement;
- f) May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- g) May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- h) Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

In carrying out the parental involvement requirements, the district and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 6311 of the Elementary and Secondary Education Act in a format and, to the extent practicable, in a language such parents understand.

Procedures for Filing Complaints/Appeals

The district will disseminate free of charge to parents of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the district's written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A programs.

***Comparability of Services**

The school district shall ensure equivalence among the schools in the district of the same grade span and levels of instruction with regard to teachers, administrators and auxiliary personnel as well as equivalence in the provision of curriculum materials and instructional supplies in Title I programs.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001
20 USC Sections 6318 and 6321
34 CFR Parts 74-86, 97-99, and 200

Adoption Date: 4/10/2014
Amended: 5/8/14

School-Parent Compact Guidelines

Neither schools nor parents alone can ensure the educational success of the child. It takes working together towards this common goal to bring about the success we desire. In a society comprised of increasingly diverse family structures with many demands placed on them, schools need to become even more sensitive to family needs. To meet this goal, each Title I school will have in place a school-parent compact, which outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and how the school and parent will build and develop a partnership to help children achieve the state's high standards.

The school and parents working cooperatively to provide for the successful education of the children agrees:

School agrees	Parent/Guardian agrees
<ul style="list-style-type: none"> • To convene an annual meeting for parents to inform them of the Title I program and their rights to be involved. • To offer a flexible number of meetings at various times, and if necessary, and if funds available, will provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting. • To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy. • To provide parents with timely information about <u>all</u> programs. • To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district information. • To provide high quality curriculum and instruction. • To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> ○ Parent-teacher conferences at least annually, ○ Frequent reports to parents on their children's progress, ○ Reasonable access to staff, ○ Opportunities to volunteer and participate in their child's class and observation of classroom activities. • To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies. 	<ul style="list-style-type: none"> • To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy. • To use and ask for technical assistance training that the district or school may offer on child rearing practices and teaching and learning strategies. • To work with your child/children on their schoolwork. • To read to your child/children, to listen to your child/children read, or to make quiet time for your child/children to read independently every day. • To monitor your child/children's: <ul style="list-style-type: none"> ○ Attendance at school ○ Homework ○ Home routines / schedules • To share the responsibility for improved student achievement. • To communicate with your child/children's teachers about their educational needs. • To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the educational process.

SIGNATURE SECTION:

Building Principal

Date

Parent

Date