

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, 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 and 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 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 informed 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 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 school 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 communicate with families via phone, email, mail or evening meetings to ensure parent and family member involvement in the development of the district wide Title I plan:

Development of school level parent and family engagement approaches

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided coordination, 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.

As appropriate to meet individual local needs, the superintendent will:

- Hold meetings at flexible timing particularly during evening hours.
- Frequently update school website and social media sources to notify families of events, and also summarize them should a family be unable to attend.
- Use surveys, phone calls, and emails to engage family input.
- Consult with community employers, business leaders, and local philanthropic groups who can assist in engaging families.

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.

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

- Host ELA and Math informational meeting during evening hours.
 - Ensure easy accessibility of information and instructional materials so that families can retrieve information online
 - Distribute materials that provide ways in which families can be involved in the school community
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:
 - provide literacy programs that bond families around reading and using the public library.

- providing information about the essential components of reading or math instruction to enable parents to support the instructional practices used by the teacher, or train parents in the use of the Internet to enable them to access their children's homework.
 - communicate with teachers; and review information posted about schools in improvement, supplemental educational services, public school choice, and other opportunities to promote student achievement.
3. Educate its teachers and 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:
- reach out to, communicate with, and work with parents as equal partners;
 - implement and coordinate parent programs; and
 - build ties between parents and the schools.

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

- Providing hand-on training for families on how to access the student information parent portal, which contains information regarding their child's performance in each class.
 - Provide opportunities during the day and evening for family-teacher conference opportunities.
 - Create opportunities for parents to interface with the school community, both through staff and Parent Teacher Association (PTA) sponsored activities.
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 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:

- Hosting informational sessions that allow families to interface with the school community, and sessions that will assist in educating families on the components of the District's instructional programming
- Programs and activities that allow for family engagement with the school community will be coordinated by school staff and members of the PTA, under the supervision of school administration.
- Assessment of the success of these programs will be ascertained through attendance, and data (through survey and conversation) to inform future activities.

Review of district-wide parent and family engagement policy

The Board, along with its Superintendent 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 policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

- Convene a school-based committee that will consist of representation from the families, students, staff, and administration.
- The committee will be examining programs offered throughout the year, and will use this stakeholder group and their observations, feedback, and suggestions to inform subsequent events.

Cross-ref: 4010, Equivalence in Instruction

Ref: 20 USC §§6318(a)(2); 7801(38),
 Every Student Succeeds Act (§1116 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

Original Adoption date: October 17, 2013
 1st Revision Date: July 7, 2016
 2nd Revision Date: April 11, 2019

Title I Parent and Family Engagement - School Level Approach

The Wynantskill Union Free School recognizes that parents and family members play an integral role in assisting their child's learning. We encourage parents and family members to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A of the federal Elementary and Secondary Education Act, reauthorized by the No Child Left Behind Act of 2001 (NCLB) and Every Student Succeeds Act of 2015 (ESSA):

1. The Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the 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 a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.
3. The school will provide parents with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
4. The school staff shall 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's parent and family engagement policy.

Original Adoption date: April 11, 2019

Student Academic Achievement School-Parent Compact

School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the school year:

School Responsibilities

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold parent-teacher conferences: during these conferences, this compact will be discussed as it relates to your child’s academic achievement;
- Provide parents with frequent reports on their child’s progress;
- Provide parents reasonable access to staff;
- Provide parents with opportunities to volunteer and participate in their child’s class and to observe classroom activities; and
- Ensure regular two-way, meaningful communication between parents and family members and school staff, and, to the extent practicable, in a language that the parents and family members can understand

Parents’ Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitor my child’s attendance;
- Make sure that homework is completed;
- Participate in decisions regarding my children’s education;
- Promote positive use of my child’s extracurricular time; and
- Stay informed about my child’s education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to:

- Do the best I can each day;
- Abide by all school rules; and
- Act with kindness towards others.

_____ School	_____ Parent	_____ Student
_____ Date	_____ Date	_____ Date

Original Adoption date: April 11, 2019