

SUBJECT: # 8260 TITLE I PARENT AND FAMILY ENGAGEMENT

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

District-Wide Parent and Family Engagement

To facilitate parent and family participation the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs. Examples may include but are not limited to:
 - Families are informed about school activities through Parent Teacher Association (PTA) Newsletters, Williamsville Information Tracking System (WITS) correspondence, and classroom communications
 - Providing access to WITS
 - Volunteers are sought each time an event is held at the schools
 - Expanding the library's Parent Resource Center
 - Annually supporting the Pick a Reading Partner (PARP) program
 - Distributing report cards and individual student reports to parents
 - Sending home literacy information
 - *I Read You Read* books are provided to families for family literacy
 - Working with parents regarding book discussions (i.e. making predictions, comprehension, etc.)
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:

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1. Barriers to greater participation by parents and family members in Title 1 activities, with particular attention to parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or any other barriers that may exist.
 2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.
 - The annual Title 1 Parent and Family Engagement Feedback form evaluates the child and the parent's experience by addressing the following;
 - How the Title 1 program improved their child's reading skills/literacy
 - Suggestions for the use of parent and family engagement funds
 - Asking parents and families what schools can do to help them better support their child at home
 - Inquiring about what would enable greater participation in parent meetings, activities, and planning events
 - Asking what type of informational programs parents and families would like to see the school provide for them
- e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;
- f) Involve parents in Title I activities, which may include but are not limited to the following:
- Information through PTA, Shared Decision Making (SDM), and other meetings
 - Title I Parent Information Night presentations by the school principal and staff
 - Family Literacy Night (e.g., as part of the Spring Book Fair)
 - Shared Decision Making summaries are included in school newsletters and a member of the team provides information at PTA meetings, as appropriate
 - The annual school improvement/SDM plan is reviewed at the first PTA meeting in the fall
 - Meeting minutes are taken and shared after each meeting
 - Open Houses
 - Volunteer opportunities (e.g., classroom, cafeteria, PARP, room parents)
 - Parent-Teacher conferences
 - School reading programs
 - Family math night
 - Student activities (e.g., Kid's Days, Fun Run)

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- g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities.
- Each building, receiving Title 1 funds, has an agenda item on their Title 1 Parent & Family Information Night that addresses the use of funds and encourages ideas and feedback from parents and families.
 - The Title 1 Parent and Family Engagement Feedback form, completed by parents and families when their child exits Title 1 services, contains a question seeking input on the usage of Title 1 funds.

School-Level Parent and Family Member Engagement

The Board of Education directs each school receiving Title I funds to develop a building level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building level plan will:

- a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of children served will be invited and encouraged to attend the meeting;
- b) Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;
- c) Involve parents and family members in an organized, ongoing and timely way in planning, reviewing, and improving Title I programs including this policy;
- d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible; and
- e) Develop a compact jointly with parents and family members that outlines how they, school staff and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.
- f) Have a compact that:
1. Describes the school's responsibility to provide high-quality learning curriculum and instruction in a supportive and effective learning environment to enable students served to meet the challenging state academic standards;

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2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom and participating, as appropriate, in decisions relating to the child's education and the positive use of extracurricular time; and
3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
 - a) Parent or family member teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - b) Frequent reports to parents or family members on the child's progress;
 - c) Reasonable access to staff, opportunities to volunteer and participate in their child's class. Examples may include but are not limited to;
 - Parents are encouraged to have regular, ongoing communication with all teachers who work with their child
 - Classroom volunteers
 - Room parents
 - Parents are invited to read to students
 - Parent/Teacher Conferences are scheduled during the school year; however, parents may schedule a conference with their child's teacher(s) at any time during the year
 - 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.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will:

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- a) Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging academic standards, state and local assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children. Examples may include but are not limited to:
- Open House/Parent Nights
 - PTA meetings
 - School newsletters
 - Online resources
 - Teachers conferences and through communications with parents
 - Assistance provided through the Title I meeting
 - Family math and literacy nights
 - Other school events
- b) Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement. Examples may include but are not limited to:
- Family math or literacy nights
 - Teachers provide families assistance and resources to assist students at home
 - At PARP night, examples of how to support students with instruction are provided
 - Orienting parent volunteers to the building and its procedures
 - Providing bookmarks that contain reading strategies
 - Sending bookbags home to encourage parents to read with their children
 - Sending home a reading strategies booklet
 - Introducing parents and children to software that may be used in school
 - Assistance provided through the Title I meeting
- c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school;
- The district's induction program incorporates these practices and values in all of the work that it does.
 - All of our professional development offered to Title 1 personnel reinforces the importance of parent and family engagement.

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- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of the children. Examples may include but are not limited to:
- Families are informed schools' happenings through PTA Newsletters, WITS correspondence, and classroom communications
 - Volunteers are sought each time an event is held at the schools
 - Expanding the library's Parent Resource Center
 - Annually supporting the PARP program
 - Following the school improvement plan that is created by the Shared Decision Making Team
 - Providing access to the Williamsville Information Tracking System (WITS)
 - Distributing report cards and individual student reports to parents
 - Sending home literacy information
 - *I Read You Read* books are provided to families to support parents with their child's literacy
 - Working with parents regarding book discussions (i.e. making predictions, comprehension, etc.)
- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents or family members can understand;
- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In addition, the District and each school may:

- a) Involve parents or family members in developing professional learning opportunities for teachers, principals, and other educators to improve the effectiveness of this training;
- b) Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for the training;
- c) Pay reasonable and necessary expenses associated with local parent and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;

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- d) Provide training opportunities for parents or family members to support and enhance parental/family involvement;
- e) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with children served, meet with parents or family members who are unable to attend these conferences at school to maximize parent and family engagement and participation;
- f) Adopt and implement model approaches to improving parent and family engagement;
- g) Establish a District-wide parent and family member advisory council to provide advice on all matters related to parent and family member engagement in supported programs; and
- h) Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities.

In carrying out the parent and family member engagement requirements, the District and its schools, to the extent practicable, 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 they 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 Title I issues.

Comparability of Services

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

20 USC §§ 6318 and 6321

34 Code of Federal Regulations (CFR) 74-86, 97-99, Part 200

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015

Adoption Date: 7/7/09

Revised Policy Adoption Date: