

PARENT AND FAMILY ENGAGEMENT

The Board of Education and District believe that positive parent and family engagement is essential to student achievement, and thus encourages such engagement 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, of the Every Student Succeeds Act of 2015 ("ESSA"), reauthorizing the Elementary and Secondary Education Act of 1965, 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, funds develop and implement a building level parent and family engagement policy, as further required by the ESSA.

For purposes of this policy, parent and family engagement refers to the participation of parents and family members in regular, two-way, and meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. At a minimum, parent and family engagement programs, activities and procedures at both the District and building 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.

District and building level Title I parent and family engagement programs, activities and procedures will provide full opportunities for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children.

As further required by the ESSA, 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 submitted with the plan to the State Education Department.

Parents and family members also may participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

Parent and family member participation in development of District wide parent and family engagement plan

The Board, along with its superintendent of schools and other appropriate District staff will undertake actions to ensure parent and family member involvement in the development of the District wide parent and family engagement policy.

Review of District wide parent and family engagement plan

The Board, along with its Superintendent of Schools and other appropriate staff will conduct, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement plan in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents and family members in activities under this policy and the revision of parent and family engagement plans necessary for more effective involvement. To facilitate this review, the District will explain to parents and family members when, where and how the review will be conducted, who will be responsible for coordinating the review, and their role in the review process.

Development of building level parent plan and family engagement

The superintendent of schools will ensure that all District schools receiving federal financial assistance under Title I 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 parent and family engagement

To build parent and family member capacity for strong parent and family engagement to improve their child's academic achievement, the District and its Title I schools will, at a minimum:

1. Assist parents and family members in understanding such topics as the challenging State academic standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their child.
2. Provide materials and training to help parents and family members work with their child to improve their child's academic achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parental and family member involvement. 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.

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3. Educate its teachers, specialized instructional support personnel, principals, and other school leaders in understanding the value and utility of a parent's and family member 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 family members and the schools. To achieve this objective, the District and its Title I schools will involve parents and family members in developing this training, in order to improve its effectiveness.

4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents and family members 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 or family members can understand.

Coordination of parental involvement strategies

The District will coordinate and integrate strategies adopted to comply with the ESSA parent and family engagement requirements with parent programs or activities adopted in connection with Federal, State, and local programs, including public preschool programs.

Title I Parent and Family Engagement - Building Level Policy

Title I schools recognize 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 and family engagement goals of ESSA:

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents and family members of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents and family members 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 an appropriate number of meetings at flexible times to provide parents and family members the opportunity to meet with school staff and otherwise participate in their child's education.

3. The school will provide parents and family members 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 achievement levels of the challenging State academic standards 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 and family members, 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.

Student Academic Achievement School-Parent Compact

School-Parent Compact for Title I Students

To help our Title I children achieve, we expect 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, information will be discussed as it relates to the 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
- Provide regular two-way, meaningful communication between family members and school staff in a language that family members can understand, to the extent practical.

Parent and Family Member Responsibilities

Parents and family members will be asked to support their children's learning in the following ways:

- Monitor their child's attendance;
- Make sure that homework is completed;
- Limit amount of television their child watches;
- Volunteer in their child's school;
- Participate in decisions regarding their children's education;
- Promote positive use of their child's extracurricular time; and
- Stay informed about their child's education and communicate with the school regularly.

Student Responsibilities

Students will be asked to share the responsibility to improve their grades, and agree to:

- Do homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school; and
- Give to their parents all notices and information received from their school every day.

Ref: §1118 of the Elementary and Secondary Education Act, as amended by
§1010 of the Every Student Succeeds Act

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Reaffirmed: April 1, 2009
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Revised: June 1, 2016