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PARENTAL INVOLVEMENT

PARENT AND FAMILY ENGAGEMENT

SUBJECT: 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 the 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).

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.

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SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT – DISTRICT LEVEL POLICY (CONTINUED)

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 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 Title I plan:

1. Hold stakeholder meetings that are well advertised and accessible to all parents;
2. Survey parents regarding needs within the District.

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 authorize:

- Parent Organizations in every building
- Parent University Programs
- Parent Volunteers
- Junior Achievement Programs
- Community Service Activities
- Career Days

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 program 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:

- Provide written notification of eligibility for services and regular reporting on student progress;
- Present Board of Education Program Reviews on student achievement.

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SUBJECT: BUILDING CAPACITY FOR PARENTAL INVOLVEMENT (CONTINUED)

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

- Provide a partnership with public library and literacy programs;
- Provide one-to-one technology and accessible programs in literacy and math;
- Maintain a District web page;

3. Educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistant 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 insure the:

- District PD Plan Committee involves a parent; and
- Building Councils include parents

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.

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 policies necessary for more effective involvement.

Ref: 20 USC §6318(a)(2); 7801(38), Every Student Succeeds Act (§1116 of the Elementary and Secondary Education Act)
U.S. Department of Education, *Parental Involvement, Title I , Part A, Non-Regulatory Guidance, April 23, 2004*

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PARENTAL INVOLVEMENT

SUBJECT: INTERPRETERS FOR HEARING IMPAIRED

It is the policy of the AuSable Valley Central School District to comply with all State and Federal mandates and regulations regarding the provision of interpreters for students and parents who are hearing impaired.

1. Students - Services for hearing impaired students will follow the procedures and policies as outlined in the Part 200 regulations of the Commissioner relating to students with disabilities. Referrals will be forwarded to the District Committee on Special Education which will make recommendations to the Board of Education. All established due process rights will be in effect as outlined in the State Regulations.

2. Parents - The District will provide an interpreter for school-initiated meetings or activities that hearing impaired parents, or those in parental relationships, attend which specifically address academic and/or disciplinary aspects of their child's educational program. These activities may include parent-teacher conferences and other meetings and activities, such as graduation ceremonies, as defined by the Commissioner. Determining the extent of the District's responsibility will be outlined by the Commissioner's regulations. Upon receipt of the Commissioner's regulations, the Director of Special Education will be responsible for maintaining compliance and recommending procedures to the Superintendent and the Board of Education.

3. Procedures - Parents should request the services of an interpreter a minimum of two weeks prior to the scheduled event. Requests should be made to the student's Building Principal. The Building Principal will forward the request to the Director of Special Education for action. In the case of a sudden need for services resulting from a disciplinary matter or other unforeseen circumstance, every effort will be made to obtain the services of an interpreter prior to the scheduling of a parent meeting.

4. Availability - In situations where an interpreter is unavailable, reasonable accommodations will be made. This might include, but is not limited to, written descriptions of information being discussed or video taping of events for future transcription.

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