

## **Title I Parent and Family Engagement Policy**

The school has adopted a policy addressing the importance of parent and family engagement. The Title I Parent and Family Engagement Policy, included below, was jointly developed with and agreed upon by parents and family members of Title I participating children. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds (ESSA) Act of 2015 (P.L. 114-95).

Parents and family members of students are vital contributors in the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title I activities and to be kept informed about programs in which their children belong. Moreover, they are to be kept informed of the academic progress their children make as a result of participation in these programs, for it is through mutual understanding and close cooperation between the school and home that a student's academic success improves. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through the ongoing commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement.

1116(a)(2)(A) The school will involve parents and family members in the joint development of the Title I program, the School Improvement Plan, and the process of school review and improvement by including parents on the School Improvement Team and other committees that review the Title I program.

1116 (c) (1) The school shall convene an Annual Title I Parent and Family Meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, to explain requirements of Title I, and their right to be involved. Early in the school year, parents and family members are invited to an annual Title I Parent and Family Meeting to meet the staff, learn more about Title I programs, ask questions, and give suggestions. The following information is part of the meeting:

- Title I requirements
- The right for parents and family members to be involved and to provide input on the Title I program, the Title I Parent and Family Engagement Policy, the School-Parent Compact/Commitment to Excellence Contract, and the Homeless Dispute Resolution process
  - How progress is measured and how they receive feedback about their child's progress. Parents and family members who are unable to make this meeting are invited to schedule a meeting with school staff to go over the information at a time that is convenient for them.

1116 (c) (2) The school shall offer flexible number of meetings at times convenient to parents and provide transportation, childcare, or home visits as it relates to parental involvement. Meetings are offered at times convenient for parents and family members and if needed, transportation, childcare, and home visits can be arranged. Teachers, deans, and the principal also are available by email, voicemail, and appointment.

1116(a)(2)(D), 1116(a)(2)(E) and 1116 (c) (3) The school 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 and joint development of the schoolwide program plan. Parents and family members are involved in the planning, review, and improvement of the school's parent and family engagement -policy, and in the joint development of the School Improvement Plan, Parent and Family Engagement Plan, and Title I Program. At least annually the school, parents, and family members convene to evaluate the School Improvement Plan, Parent and Family Engagement Plan, Policy and Title I Program. This assessment includes metrics so the school can evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. This assessment initiative helps the school identify the following:

- a. barriers to greater parent and family participation;
- b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and;
- c. strategies to support successful school and family interactions.

The school uses the findings of this assessment initiative to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy. Further, these metrics may be used as a measure in the performance evaluations of the school, principals, and staff. Examples of metrics include, but are not limited to:

- Responses to, and the results of, the annual Parent Satisfaction Survey
- Increase or decrease in the number of parents and family members involved in school activities
- Percent of signed School-Parent Compact/Commitment to Excellence Contracts
- Attendance at parent-teacher conferences
- Workshops and learning experiences offered for parents and family members

1116 (c) (4) (A) The school shall provide parents of Title I children timely information on Title I programs. In order to build meaningful, consistent, and effective communication between the home and the school, parents and family members of Title I children are provided timely information regarding the school programs in the following ways:

- Annual Fall Title I Parent and Family Meeting
- Annual Spring Parent and Family SIP Meeting
- The Parent and Student Handbook
- Regular school and classroom newsletters
- The annual school calendar
- Special event and reminder notices
  - Report cards
  - Parent-teacher conferences
- Parent and Family Nights
- School assemblies/ceremonies (parents invited)
- The School-Parent Compact/Commitment to Excellence Contract

1116 (c) (4) (B) The school shall provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure

progress, and the achievement levels of challenging State academic standards students are expected to meet. Parents of Title I children are provided a description and explanation about the school's curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents of Title I children in understanding challenging state academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results. This is accomplished by scheduling regular parent and family meetings throughout the school year.

1116 (c) (4) (C) The school shall provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, and to participate as appropriate, in decisions relating to their child's education, and to respond to any suggestions as soon as practicably possible. Parents and family members have opportunities to share suggestions, participate in decision making on issues relating to their child's education, and respond to any suggestions as soon as possible in the following ways:

- Annual Fall Title I Parent and Family Meeting
- Annual Spring Parent and Family SIP Meeting
- Parent and Family Learning Events
- Meetings with the principal as needed and or upon request

1116 (c) (5) The school shall ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the local education agency. At least one parent representative participates on the School Improvement Planning Committee and is included in the school's comprehensive needs assessment process. Parents and family members have the opportunity to attend the annual Spring Parent and Family SIP Meeting and submit comments about the school improvement plan and goals via a survey or directly to school administration. Any comments from parents on the plan are submitted to the local education agency by the school in conjunction with submission of the school's improvement plan.

1116 (d) (1) The school shall jointly develop, with parents, a school-parent compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. This compact must describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating in decisions relating to the education of their children and positive use of extra-curricular time. The School-Parent Compact/Commitment to Excellence Contract was developed with input from parents and family members and is reviewed and evaluated annually for needed revisions to meet the needs of the families served. This contract describes how the parents, school staff, and students share the responsibility for improving student achievement. It is given to all parents prior to school opening and is presented to parents and family members annually for further development. Parent and family-member input is collected through parent and family meetings and surveys.

1116 (d) (2) (A) The School-Parent Compact must address the importance of communication between teachers and parents on an ongoing basis through elementary parent/teacher conferences, at least annually, during which the compact will be discussed with parents as it relates to the individual child's achievement. The School-Parent Compact/Commitment to Excellence Contract is shared annually at parent-teacher conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

1116 (d) (2) (B) The School-Parent Compact must provide for frequent reports to parents on their child's progress. Student progress is reported to parents in several different ways at a variety of times throughout the school year including:

- Unit assessment results sent home with students
- NWEA results given to parents during parent-teacher conferences
- State test results given to parents annually
- Report cards
- myNHA is a tool parents can use at home to access student progress

1116 (d) (2) (C) The School-Parent Compact must afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities. Parents of all children including those receiving Title I services are encouraged to visit the school for volunteer training and information, participate in and/or observe their child's classes, actively volunteer in the life of the school, and attend other meetings and events. In addition, the school encourages parents and family members to offer their ideas and suggestions to the school staff.

1116 (d) (2) (D) The School-Parent Compact must ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language family member can understand. Private meetings with parents are held to explain information as needed. Information is shared with parents in a language and format they can understand. Examples include:

- Bilingual staff for interpretation
- Offering translators during parent meetings
- Translation of documents

1116(a)(2)(B) and 1116 (e)(1) The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic 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 provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, State and local academic assessments, the requirements of 1116 (e)(1), and how to monitor a child's progress and work with educators to improve the achievement of their children.

1116(a)(2)(B) and 1116 (e) (2) The school shall provide materials and training to help parents work with their children at home to improve their children's achievement. The school provides materials and training to help parents and family members develop and use at-home skills that

support their children's academic achievement and social development. Parents and family members are given techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. A Parent Needs Assessment survey is conducted during a Parent and Family Night. Some of these activities may include:

- Math games
- Reading skills games
- Kindergarten orientation
- Writing skills
- District standards and assessments
- Community resources
- Helping with homework

1116 (e) (3) The school shall educate staff, with the assistance of parents, in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and to build relationships between the parents and the school. The school educates principals, teachers, student services personnel, and other staff, with the assistance of parents, regarding the value and utility of parental contribution, ways to reach out to, communicate with, and work with parents as equal partners, ways to implement and coordinate parent and family programs, and ways to build ties between parents and family members and the school.

1116(a)(2)(C) and 1116 (e) (4) The school shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children. Further the school must coordinate and integrate Title I parent and family engagement strategies with parent and family engagement strategies with other relevant Federal, State, and local laws and programs. The school coordinates and integrates, to a feasible and appropriate extent, parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and other federal, state, and local programs, including public preschool programs to encourage parents and family members to fully participate in the education of their children.

1116 (e) (5) The school shall ensure information related to school and parent programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language parents can understand. Information is shared with parents in a language and format they can understand. Examples include:

- Bilingual staff for interpretation
- Offering translators during parent meetings
- Translation of documents
- Private meetings with parents to explain information as needed

1116 (e) (14) The school shall provide other reasonable support for parental involvement activities as parents may request. Parents are provided with other reasonable support such as:

- Parent Room with community resources listed and computer access
- Parent and Family Learning Events based on parent survey results

- Voice of Parent results used for decision making regarding school safety and student behaviors
- Translation of documents

1116 (f) The school shall provide full opportunities for the informed participation of parents and family members with limited English proficiency, parents with disabilities, and parents of migratory children. Staff provide opportunities for full parent and family participation:

- Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents and families of migratory children
- School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them
- Hearing Assistance
- Wheelchair accessible campus