HUDSON CITY SCHOOL DISTRICT

POLICY #1900

(X) Required
( ) Local
( ) Notice

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. The Board also believes that it is the responsibility of the school administration and staff to encourage parent and family engagement and to make the school as welcoming a place for parents and students as possible. The Board also encourages parent and family engagement at home (e.g. planned home reading time, informal learning activities, homework), as well as active communication between parents and teachers about their children's school progress. 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.

The federal definition of the term "parents" refers to 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).

Title I Parental and family engagement – District Level Policy

Consistent with the parent and family engagement goals of Title I, Part A of the federal 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 will develop and implement school-level parental and family involvement policies as further required by federal law. This policy serves as the district's Parent Involvement Plan (PIP).

For purposes of this policy, parental and family engagement refers to the participation of parents and family members 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.

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 improvement plan" when the school their child is identified by the State as needing this plan.

Parent and Family member participation in development of district-wide Title I plan

The District Leadership Team (DLT) will review policy 1900 annually.

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 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:

- Ensure that the School Leadership Team (SLT) in each building is composed of parent participants.
- Ensure that SLT meetings are held after school at a time when parent participants are available. SLTs will also work in collaboration with parent organizations within the district.
- Ensure that meetings are at flexible times and/or in highly accessible places such as public libraries, church halls, or surveying parents by mail or e-mail.

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, Part A schools will, at a minimum:

1. Assist parents and family members 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 superintendent will develop plans in partnership with building and district level teams at its Title I schools to:

Provide literacy programs that bond families around reading and using the public library, provide 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.

2. Provide materials and training to help parents work with 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:

- Hold parenting orientation sessions for parents and incoming Kindergarteners
- Host Meet the Teacher night in each building by early October of each year
- Conduct parent workshops on specific topics such as family literacy and math
- Send weekly/monthly newsletters and timely information about state assessments
- Provide Parent Portal for parents of students in grades 3 – 12 enables families to monitor student work and progress on a daily basis
- Provide Computer based communication tools to make announcements of upcoming events regularly
- Provide daily home/school communication through agenda books
- Maintain District Website with pertinent information

3. Educate its teachers, Special Education Student Services personnel, principals, other school leaders, and other staff with the assistance of parents and family members in understanding the value and utility of a parent's and family member'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:

Develop plans in partnership with building and district level teams at its Title I schools to collaborate with Community Based Organizations, Questar III, CASDA and district parents to improve the effectiveness of professional development in the area of parental involvement.

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 in a language the parents can understand.

Coordination of parent and family engagement strategies

The district will coordinate and integrate strategies adopted to comply with Title I, Part A parent and family engagement requirements with parent and family engagement strategies adopted in connection with other Federal, State, and local programs, including public preschool programs. It will do this by:

The Superintendent and/or designee will develop a procedure to ensure that the primary grade levels will work collaboratively with Community Based Organizations to coordinate and integrate parent and family engagement strategies for preschool children.

Review of district-wide parent and family engagement policy

The Board, along with its superintendent of schools and/or designee 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:

The superintendent and/or designee will develop a procedure to review and evaluate the content and effectiveness of the parent and family engagement policy with input from building School Leadership Teams and parent organizations within the district.

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)

U.S. Department of Education, *Parent Involvement, Title I, Part A, Non-Regulatory Guidance,* April 23, 2004

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