



Book	Frontier Central School District Policies
Section	Instruction
Title	Title I Parent and Family Engagement
Number	8260
Status	Active
Adopted	July 30, 2002
Last Revised	July 6, 2017

SUBJECT: 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;

c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs;

- Parent Information Night
- Parent training opportunities

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 be reviewed annually by the Board of Education and will include identifying:

1. Barriers to greater participation by parents and family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;

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.

- District website
- Develop and maintain parental involvement using research-based resources
- Provide parent information on best practices in promoting at-home learning

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 establishing a parent advisory board comprised of a sufficient number and

representative group of parents or family members served by the District to adequately represent the students' needs, to develop,

revise, and review the parent and family engagement policy; and

- May establish a Parent Advisory Board for purposes of developing and maintaining a parent and family engagement policy

g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities.

- Actively seek parental input regarding programs and proposals
- Meet at varied/convenient times and/or tele-conference to encourage greatest

parent participation

- Parent information night

- May also provide through a parent advisory board

School-Level Parent and Family Member Engagement

The Board 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 these children 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 of 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 curriculum and instruction in a supportive and effective learning environment to enables these students to meet the challenging state academic standards;
 2. Describes the ways in which each parent or family member will be responsible for supporting

- May also provide through a parent advisory board

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f) Have a compact that:

1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enables these students to meet the challenging state academic standards;

2. Describes the ways in which each parent or family member will be responsible for supporting

skills, technology applications and summer

homework packets

- May partner with local agencies to provide parenting workshops on nutrition, literacy, etc.

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;

- Regular staff development

- Ongoing parent teacher communication

- District speaker series – offers regular training to parents/staff on important student related

topics

- Regular reports provided to parents on student progress

- Communication notebooks between home and school

- Opportunities for parents to volunteer in school

- Parent participation in annual academic program planning meetings with the school team

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;

- Provision of Universal Pre-K/Head Start promoting parent participation

- Communications with parents through varied sources/media

- Elimination of barriers to education caused by disability, illness, homelessness, and neglect

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 training for teachers, principals, and other educators to improve the effectiveness of this

training;

skills, technology applications and summer

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Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act of 2015
20 USC Section 6318 and 6321
34 CFR Parts 74-86, 97-99, and 200

Adopted: 7/30/02

Revised: 3/23/04; 7/6/17