

PARENT AND FAMILY ENGAGEMENT

This policy was developed jointly with, and agreed upon and distributed to, parents and family members of District students. All parents of District students shall be notified of this policy in an understandable and uniform format, and, to the extent practicable, provided in a language the parents can understand. This policy shall be provided to the local community and updated periodically to meet the changing needs of parents and the District.

The Board of Education desires for meaningful parent and family involvement in the educational process for District students. To achieve that objective, the Board will:

1. Involve parents and family members in jointly developing the District’s “local educational agency plan” under 20 U.S.C. §6312, and the development of support and improvement plans under 20 U.S.C. §6311(d)(1) and (2). Parents are a part of the planning process through face-to-face meetings conducted a minimum of one time per school year, as well as surveyed in the spring of each year. Their input from these events will be used to develop the plan for the upcoming school year.
2. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all of the District’s schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. The District will work directly with the staff and building principal to plan the calendar of events, including parent events tailored to students receiving Title I services. These events, whenever possible, will involve local businesses and organizations in the community.
3. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. The District will provide annual informational meetings regarding the Title I program in the fall, after the identification of students who will receive services during the upcoming school year.
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all District schools, including identifying: (i) barriers to greater participation by parents in authorized 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); (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions. The District will include this policy in the informational meeting held in the fall, and it will be disseminated to all families of students identified for services. Feedback on the policy elements is a component of the annual spring survey disseminated to all families whose students are receiving services.

5. Use the findings of such evaluation in paragraph (4) above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section. The District will analyze the results of the survey data collected and make adjustments as needed. These modifications will be shared with the Board in a timely fashion.
6. Involve parents in the activities of the schools of the District, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. Families whose students are receiving services will form the advisory group and provide feedback via face-to-face and survey contacts to the District regarding parent events, services, and changes that need to be made to better serve the needs of the students receiving Title I supports.

Policy Involvement

To facilitate the involvement of parents and families under this policy, the District shall:

1. Convene an annual meeting, at a convenient time, to which all parents of District students shall be invited and encouraged to attend, to inform parents of the District's obligations under 20 U.S.C. §6318, and to explain the requirements of that statute and the right of the parents to be involved. The District will do this by, each fall, holding face-to-face meetings with families of the students identified for services to share all necessary information and outline the programs offered to their children. Those parents not in attendance will receive all information in paper form via the mail, as well as having the information emailed to them electronically.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. The District will do this by holding parent meetings/events in a combination of right after school, evenings, and during school hours to accommodate the greatest number of families.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this policy, including the planning, review, and improvement of this policy and the joint development of the schoolwide program plan under 20 U.S.C. §6314(b). Parents are part of the planning process through face-to-face meetings conducted a minimum of one time per school year, as well as surveyed in the spring of each year. Their input from these events will be used to develop the plan for the upcoming school year and make improvements to the current programs in place. The District will communicate on a regular basis with the families receiving services by the teachers providing the support.

4. Provide parents of participating children: (a) timely information about programs under this policy; (b) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and (c) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The District will do this by conducting an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the Title I targeted assistance program, including identifying 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. This work will be the responsibility of the Director of Curriculum and Instruction, along with the building principal. A procedure is in place for this review on an annual basis.
5. If the schoolwide program plan under 20 U.S.C. §6314(b) is not satisfactory to the parents of students, the school will submit any parent comments on the plan when the school makes the plan available to the Board. The District will do this by recognizing parent concerns with program components when the Board is updated on the CCIP plan on a yearly basis. Concerns will be shared in writing to the Board.

School-Parent Compact

The Board desires for parents, the entire school staff, and students to share the responsibility for improved student academic achievement. The means by which the District and parents will build and develop a partnership to help students achieve the State's high standards are as follows:

1. Describe the District's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables its students to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time:

The District provides both a hard and emailed copy of the *Bath Parent and Teacher Compact* on an annual basis. The compact is developed with parent and teacher input by the building and central office administration.

2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (a) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (b) frequent reports to parents on their children's progress; (c) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (d) ensuring regular two-way,

meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand:

The District provides both a hard and emailed copy of the *Bath Parent and Teacher Compact* on an annual basis. The compact is developed with parent and teacher input by the building and central office administration.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, the District:

1. Shall provide assistance to parents of District students, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of 20 U.S.C. §6318, and how to monitor a child's progress and work with educators to improve the achievement of their children. The District will do this by providing literacy programs that bond families around reading and using the local library, providing information about the essential components of reading or math instruction to enable parents to support the instructional practices used by the teacher, training parents to use the programs provided by the school at home with their child, including but not limited to content support, homework, grades, and regular communication between school and home.
2. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. The District will do this by holding parenting orientation sessions for parents of students incoming to the building; hosting meet-the-teacher night in August or September of each school year; conducting parent workshops on specific topics, such as family literacy and math; sending regular newsletters and timely information, including information regarding state and local assessments; providing parent access to grades through Progress Book software; providing Blackboard Connect calls regarding upcoming school and District-based events; providing frequent and ongoing communication between school and home; and maintaining the District website and teacher pages in Google Classroom updated for families.
3. Shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in 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 school. The District will do this by developing plans in partnership with building and District-level teams at the Title I school to collaborate with Community-Based Organizations, such as the public library, local businesses, and parent professionals

in the community to improve the effectiveness of professional development in the area of parent involvement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The District Director of Curriculum and the Building Principals 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.
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Communication with parents will be via many media, including face to face, phone, paper notification, email, text, website, and Blackboard Connect calls. When appropriate, the use of ELL instructional support will assist communication in languages other than English.
6. Shall provide such other reasonable support for parental involvement activities under this policy as parents may request. The District will do this by acting upon all parent requests or concerns in a timely fashion, addressing their needs to better serve their child.

Accessibility

In carrying out the requirements of this policy and 20 U.S.C. §6318, the District, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under 20 U.S.C. §6311, in a format and, to the extent practicable, in a language such parents will understand.

LEGAL REF.: 20 U.S.C. §6318

Adopted: June 26, 2018