

**(X) Required**  
( ) Local  
( ) Notice

### FAMILY/CAREGIVER ENGAGEMENT

The Board of Education believes that positive family engagement is essential to student achievement, and thus encourages such engagement in school educational planning and operations. Family engagement may take place either in the classroom, virtual or during extra-curricular activities. The Board expects the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of family/caregiver engagement.

#### Title I Family Engagement - District Level Policy

Consistent with the 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 direct the Superintendent of Schools to develop and implement programs, activities and procedures that encourage and support the participation of family members of students eligible for Title I services in all aspects of the child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level family/caregiver engagement procedures, as further required by Federal law.

For purposes of this policy, family/caregiver engagement, refers to the participation of family members/caregivers in regular, two-way, and meaningful communication involving student academic learning and other school activities.

At a minimum, family engagement programs, activities and procedures at both the district and individual school level must ensure that family members/caregiver:

- Play an integral role in assisting the child's learning;
- Are encouraged to be actively involved in the child's education at school; and
- Are full partners in the child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of the child.

District and school level Title I family engagement programs, activities and procedures will provide full opportunities for the informed participation of family members (including those with limited English proficiency, family members with disabilities, and family members of migratory children.).

As further required by Federal law, 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, along with the plan, to the State Education Department.

Family members also will participate in the process for developing either a comprehensive or targeted "support and school improvement plan" when the school their child attends is identified by the State as needing this plan.

#### Development of school level 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 family engagement programs and activities that improve student achievement and school performance.

As appropriate to meet individual local needs, the Superintendent will:

- Hold meetings at flexible timing, particularly during evening hours (as applicable).
- Frequently update school website and social media sources to notify families of events and also summarize them should a family be unable to attend.
- Use surveys, phone calls and emails to engage family input.

- Consult with community employers, business leaders, and local philanthropic groups who can assist in engaging families.

#### Building capacity for family engagement

To build family capacity for strong family engagement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Assist families 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 district and its Title I schools will:
  - Ensure easy accessibility of information and instructional materials so that families can retrieve information online.
  - Distribute materials that provide ways in which families can be involved in the school community.
2. Provide materials and training to help families work to improve their child's academic achievement such as literacy training and using technology. To achieve this objective, the district and its Title I schools will:
  - Provide literacy programs that bond families around reading via collaboration with the public library and district librarians.
  - Provide information about the essential components of reading or math instruction to enable families to support the instructional practices used by the teacher, or train families 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.
3. Educate its teachers and specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of families, in understanding the value and utility of a family's contributions on how to:
  - Reach out to, communicate with, and work with families as equal partners;
  - Implement and coordinate family programs; and
  - Build ties between families and the schools.

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

  - Provide hands-on training for families on how to access the student information parent portal, which contains information regarding their child's performance in each class.
  - Provide opportunities during the day and evening for family-teacher conference opportunities.
  - Create opportunities for families to interface with the school community, both through staff and Parent Teacher Organization (PTO) sponsored activities.
4. Ensure that information related to school and parent/guardian-related programs, meetings and other activities is sent to the families 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 families can understand.

#### Coordination of family engagement strategies

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

- Hosting informational sessions that allow families to interface with school community, and sessions that will assist in educating families on the components of the district's instructional programming.
- Programs and activities that allow for family engagement with the school community will be coordinated by school staff and members of the PTO under the supervision of school administration.
- Assessment of the success of these programs will be ascertained through attendance, and data (through survey and conversation) to inform future activities.

#### Review of district-wide family engagement policy

The committee will be examining programs offered throughout the year, and will use this stakeholder group and their observations, feedback, and suggestions to inform subsequent events.

#### Title I Family Engagement - School Level Approach

The Schalmont Central School District recognizes that family members play an integral role in assisting their child's learning. We encourage family members to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the family engagement goals of Title I, Part A of the Federal Elementary and Secondary Education Act, reauthorized by the No Child Left Behind Act of 2001 (NCLB) and Every Student Succeeds Act of 2015 (ESSA):

1. The school staff shall offer a flexible number of meetings to provide families the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening).
2. The school will provide families with timely information about Title I programs (as applicable). School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Families may also request regular meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
3. The school staff shall involve families, 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 family engagement policy.

Cross-ref: 4010, Equivalence in Instruction

Ref: 20 USC §6318(a)(2), No Child Left Behind Act of 2001 (§1118 of the Elementary and Secondary Education Act); 8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)  
U.S. Department of Education, Parental Engagement, Title I, Part A, *Non-Regulatory Guidance*, April 23, 2004

Adoption date: January 25, 2021