

Title I Parent And Family Engagement

July 2021

The Central Park School for Children Board of Trustees recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents, guardians, and other family members are their children's first teachers; therefore, the continued involvement of them in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents, guardians and family members and provide them with meaningful opportunities to become involved in the programs offered by Title I funded schools. The Board encourages participation in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, parents and parental are inclusive terms intended to represent both parents and guardians. Also, the term "parental and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities that support parent and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that provides financial assistance to schools with high numbers or percentages of children from low-income families to ensure that all children receive equitable, high-quality, well-rounded education and meet challenging state academic standards. The Title I program provides instructional activities and support services over and above those provided by the regular school program.

Qualified Title I schools shall operate as school-wide programs or targeted assistance programs based on the federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school's academic standards. Targeted assistance programs shall provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Regional Director or his/her designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school survey. Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidenced-based strategies to support parent/guardian and family engagement.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school administration must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity to annually evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

Involvement of parents, guardians, and family members contributes significantly to the success of the children. Central Park School for Children's staff shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The Director shall ensure that a parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level plans, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. Our plan must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

School administration shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The Director or designee shall establish any additional

procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, Administration and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I plan and the process of school review and improvement;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong family engagement;
4. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parent and family engagement strategies established in other federal, state, and local laws and programs, that prepare children for school and parents for their role in supporting their children's learning;
5. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school system's academic standards;
6. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
7. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through varied and multiple means of communication;
8. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, provide teachers, pupil services personnel, principals, and other staff education in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;

10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement;
11. coordinate and integrate, to the extent feasible and appropriate, parent and family engagement programs and activities with federal, state, and local programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
12. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
13. enable parent involvement in the school's activities; and
14. provide such other reasonable support for family engagement activities as requested by parents.

E. NOTICE REQUIREMENTS

Administration and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand

1. System Report Card

Each year, administration shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by ESSA-identified category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
 - c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
 - d. the per pupil expenditures as required by law; and
 - e. teacher qualifications.
- ##### 2. Teacher Qualifications

a. At the beginning of each year, administration shall notify parents of students who are participating in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child.

B. The Director shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

3. Parental Rights and Opportunities for Involvement

a. Each year, the Director or designee shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.

b. Each year, the Director or designee shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

F. DISTRIBUTION OF INFORMATION

Each year, administration shall publicize on the school system website and, where practicable, on the website of each school:

1. the report card described in subsection E.1, above; and
2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

Legal References: Elementary and Secondary Education Act, as amended, [20 U.S.C. 6301 et seq.](#), [34 C.F.R. pt. 200.](#); [20 U.S.C. 7801](#)(32); *Public School Choice Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012)