

PARENT AND FAMILY ENGAGEMENT

The Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. However, the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents and children.) The Superintendent of Schools developed a home-school communications program in an effort to encourage all forms of parental involvement.

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 No Child Left Behind Act of 2001 (NCLB) and its reauthorization in the 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 develop and implement school level parent and family engagement procedures, as further required by federal law.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parent involvement programs, activities and procedures at both the district and individual school level must ensure that parents:

- Play an integral role in assisting their child’s learning.
- Are encouraged to be actively involved in their child’s education at school.
- 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.

The federal definition of the term “parents” refers to a 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).

District and school level Title I parent and family engagement programs, activities and procedures will provide full 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).

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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 attends is identified by the State as needing this plan.

Parent Participation in Development of District-Wide Title I Plan

The Board, along with the Superintendent of Schools and other appropriate District staff, will undertake the following actions to ensure parental involvement in the development of the District-wide parental involvement plan.

- Holding meetings in different buildings dealing with the same issues.
- Meetings held at different times throughout the day and evening.
- Parent-teacher conferences held during the day and evening hours.
- Utilization of the "School Messenger" system where district phone calls and e-mails are sent to parents advising them of meetings and events.
- Affiliation with the Bellmore-Merrick Parent Center which assists with the development and planning of community events and parent workshops.

Development of School Level Parental 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 coordination, 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 conduct the following activities:

- Meetings held with the PTA Presidents Council, where issues are discussed and addressed with the Superintendent of Schools.
- Review and discussion on different parental involvement opportunities during PTA meetings and community events.
- Discussions and recommendations during building Site Based meetings.
- Building parent meetings in order to describe programs available to students.
- Parental letters describing different services offered to students.
- Building e-mails sent to parents to inform about different programs.

Building Capacity for Parental Involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the District and its Title I, Part A schools will, at a minimum:

1. Assist parents in understanding such topics as the State's academic content and student achievement 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:
 - Review assessment data with parents.
 - Provide progress reports and report cards on student performance.
 - Provide workshops on different academic subjects, as well as a workshop on additional services provided to students in Title I schools.
2. Provide materials and training to help parents work to improve their child's academic achievement. To achieve this objective, the District and its Title I schools will:
 - Provide students with extra help before and after school.
 - Provide students with an after school homework help program.
 - Provide workshops for parents on curricular topics.
3. Educate its teachers, pupil services personnel, principals, and other staff in understanding the value and utility of a parent's contributions and on how to:
 - Reach out to, communicate with, and work with parents as equal partners.
 - Implement and coordinate parent programs.
 - Build ties between parents and the schools.

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

- Include parents on different District-wide committees such as Curriculum Committee and the Professional Development Committee.
 - Provide staff development workshops for staff on effective communication with parents.
 - Provide staff development for staff on working with parents to assist their children with academics and successful learning.
4. Ensure that information related to school and parent-related programs, meetings, and other activities is sent to parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practical, in a language the parents can understand.

Coordination of Parental Involvement Strategies

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

- Holding parent meetings to explain the programs used in the areas of reading and math in order to ensure student learning and success.
- Provide parents with quarterly progress reports and report cards.
- Hold Parent-Teacher conferences yearly in order to discuss student progress with parents.

Review of District Wide Parent and Family Engagement Policy

The Board, along with its Superintendent of Schools and other appropriate staff 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:

- Building Level Site Based Meetings
- Annual Title Grant Meeting

Title I Parental and Family Engagement – School Level Policy

Each school within the Bellmore-Merrick Central High School District recognizes that parents play an integral role in assisting their child's learning. We encourage parents 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 parent involvement goals of Title I, Part A of the federal Every Student Succeeds Act of 2015 (ESSA):

1. The Building principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g. morning or evening).
3. The school will provide parents with timely information about Title I programs. 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. Parents 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.
4. The school staff shall involve parents, 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 parental and family engagement policy.

Student Academic Achievement School-Parent Compact

School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the _____ school year:

School Responsibilities

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold parent-teacher conferences during these conferences, this compact will be discussed as it relates to your child’s academic achievement;
- Provide parents with frequent reports on their child’s progress;
- Provide parents reasonable access to staff; and
- Provide parents with opportunities to volunteer and participate in their child’s class and to observe classroom activities.
- Ensure regular two-way, meaningful communication between parents and family members and school staff, and, to the extent practicable, in a language that the parents and family members can understand

Parents’ Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Volunteer in my child’s school;
- Participate in decisions regarding my children’s education;
- Promote positive use of my child’s extracurricular time; and
- Stay informed about my child’s education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:

- Do homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school; and
- Give to my parents all notices and information received by me from my school every day.

School

Parent

Student