

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. Parental involvement may take place either in the classroom or during extra-curricular activities. The Board of Education also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents and children).

Title I Parent and Family Engagement -District Level Policy

Consistent with the parent involvement goals of Title I, Part A of 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 of students eligible for Title I services in all aspects of their child’s education. The Board of Education also will require that all of its schools receiving Title I, Part A funds develop and implement school level parental involvement policies, as further required by ESSA.

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 so that parents are full partners in their child’s education and:

- Play an integral role in assisting their child’s learning;
- Are provided with strategies and resources that will help them support their children in academic activities that will increase student engagement and achievement;
- Are encouraged to be actively involved in their child’s education at school; and
- Are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The term “parent” or “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).

In carrying out the parental involvement requirements, the School District and schools shall provide reasonable support for parental involvement activities under this section as parents may request. School District and school level Title I parental involvement programs, activities and procedures will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under the law in a format and, to the extent practicable, in a language such parents understand.

As further required by the ESSA, parents of students eligible for Title I services will be provided an opportunity to participate in the development of the School 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 New York State Education Department (“NYSED”).

Parents also will be provided with an opportunity to participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

School District staff will undertake the following actions to provide opportunities for parental involvement in the development of the School District-Wide Parental Involvement Plan (“PIP”):

- Identify the needs of parents/families to assist with the education of their children.
- Identify strategies to support successful school and family interactions.
- Involve parents in the joint development of the Title I Plan. If the plan is not satisfactory to the parents of children participating in Title I programs, the School District will submit any parent comments to the NYSED along with the School District's plan including, but not limited to, the number of opportunities to meet with school staff, flexible times to accommodate various parent schedules, and the accessibility of the meetings being held in the school their child attends. Further, parents will be surveyed by telephone and by electronic means (if available) to determine availability.
- Provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance including, but not limited to, updated correspondence that complies with NYSED requirements. The Superintendent of Schools or his/her designee will provide such updates to the principals of the designated buildings.
- Build the schools' and parents' capacity for strong parental involvement through implementing and encouraging participation in appropriate parental involvement activities including, but not limited to, providing the Title I teachers with the time, space, and resources necessary to work effectively with parents.
- Coordinate and integrate parental involvement strategies under Title I with those of other programs including Developmental Adolescent Literacy.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools. The evaluation shall include identifying barriers to greater participation by parents in activities under the policy and use the findings of the evaluation to design strategies for more effective parental involvement and, to revise, if necessary, the parental involvement policies at the administration and school levels surveying parents of participating students during the fall meeting. This will be conducted by the principals or his/her designees of the designated buildings. The parents will provide feedback regarding their role as full participants in being given an (a) opportunity to develop the building PIP, (b) accessibility to Title I teachers, and (c) utility of materials to assist their children in literacy.
- Involve parents of children in Title I programs in decisions regarding how funds reserved for parental involvement activities are spent by requiring their participation in the Consolidated Grant Application.

Appropriate staff will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan 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 involvement policies necessary for more effective involvement.

School Level Parent and Family Engagement Plans

The Superintendent of Schools or his/her designee will provide all schools in the School District receiving federal financial assistance under Title I, Part A with the technical assistance and all other support deemed necessary by the principals to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, each designated school will:

- Convene an annual meeting, at a convenient time, to inform parents of their 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 Title I programs will be invited and encouraged to attend the meeting;
- Offer multiple meetings with flexible times to accommodate various parent schedules, and the accessibility of the meetings being held in the school their child attends. Further, parents will be surveyed by telephone and by electronic means (if available) to determine availability;
- Provide (with funds provided under this provision of law) transportation, child care, or home visits, as such services relate to parental involvement;
- 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 parental involvement policy. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools. The evaluation shall include identifying barriers to greater participation by parents in activities under the policy and using the findings of the evaluation to design strategies for more effective parental involvement and, to revise, if necessary, the parental involvement policies at the administration and school levels surveying parents of participating students during the fall meeting. This will be conducted by the principals or his/her designees of the designated buildings;
- Provide parents of participating children with timely information about programs, a description and explanation of the curriculum in use in Title I programs, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and 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 practicable; and
- Develop a school-parent compact jointly with parents that outlines how parents, school staff and students will share the responsibility for improved student academic

achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.

The compact must include:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards;
- A description of the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, 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; and
- Address the importance of communication between teachers and parents on an ongoing basis including, but not limited to:
 - 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;
 - Trimester reports to parents on their children's progress; and
 - Reasonable access to staff, and opportunities to volunteer and participate in their child's class.

To provide effective involvement of parents and to support a partnership among the schools involved, parents, and the community in order to improve student academic achievement, each Title I school shall:

- Provide assistance to parents of children served by the School District or school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. The School District will host conferences during the school year at each of its schools to provide this information to parents, students and staff;

To achieve this objective, the school offers:

- Parent Orientation for incoming Kindergarten, Middle and High School Families
- School visits and scheduling conferences for grade 7-12 students and families
- Back-to-School/curriculum nights for each grade level, K- 12
- Parent-Teacher Conferences, K through Grade 12
- Kindergarten screening prior to the start of the school year
- Informational Title I meeting at identified Title I schools
- Title I funds may be used to pay reasonable and necessary expenses including transportation and childcare; to enable parents to participate in meetings and training.

This will include collaboration with Parent-Teacher Association.

- Provide materials and training by teachers funded by Title I to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate; to foster parental involvement including, but not limited to, extending invitations to parents to attend conferences geared to reviewing literature content to enable parents to assist their children, if they choose, at home.

To achieve this objective, the school may provide:

- Parent information meetings on New York State assessments, learning standards, school curricula and student safety.
- Regular school-wide forums held throughout the school year on topics related to teaching and learning.
- Coordinate with public libraries regarding curriculum-based materials and use of school library to engage parents in workshops connected with academic achievement.
- Comprehensive school website featuring instructional information, announcements, and e-mail access to all teaching staff.
- Annually published school calendar highlighting the dates of the New York State Assessments.
- Educate teachers, Pupil Services personnel, Principals, and other staff, with the assistance of parents, in the value and utility of contribution 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 including, but not limited to, in-service and out-of-district professional development courses and workshops. In addition, site-based management teams will evaluate ways in which parents and staff can work together more effectively with the objective of improving student performance.
- Provide a Multi-Tiered System of Support in reading, mathematics, and social-emotional learning to all students;
- Provide information related to school and parent-related programs, meetings and other activities to the parents 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 parents can understand. School District and school level Title I parental involvement and engagement programs, activities and procedures will provide full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Coordination of Parental Involvement and Engagement Strategies

The School District will, where appropriate and necessary, coordinate and integrate its parental involvement and engagement program activities and strategies with those of other applicable programs; referral as needed to the Pre-school Special Education Evaluation Team; and coordinate transition from local Pre-schools to Kindergarten.

The schools will disseminate information related to school and parent programs, meetings, and other activities to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand including languages such as Chinese, Japanese, Korean, and Spanish.

Ref: 20 USCA § 6318 (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)

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SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

Policy 1900 – E-1

Title I Parent and Family Engagement - School Level Policy

The South Grove Elementary School recognizes that parents play an integral role in assisting in 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 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 number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child’s education. These meetings shall be held at flexible times at the school their child attends.
3. The school staff shall provide assistance to parents of children served by the School District or school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, as well as how to monitor a child's progress and work with educators to improve the achievement of their children. The school will provide parents with timely information about Title I programs. The School District will host a conference during the school year at each of its schools to provide this information to parents, students and staff. Parents may also request 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 practicable.
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 parent involvement policy. The review may take the form of a paper survey to be completed by all Title I parents. The results of this survey will serve as a guide to developing strategies for more effective parental involvement.
5. The Superintendent of Schools or his/her designee will provide all schools in the School District receiving federal financial assistance under Title I, Part A with the technical assistance and all other support deemed necessary by the principals to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance.
6. The school staff will coordinate and integrate, to the extent feasible and appropriate, parent involvement programs including but not limited to:

- Parents as Reading Partners (PARP)

SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

Policy 1900 - E-1

- Open House
- Recognizing cultural holidays and traditions through parent and outside guest speakers
- Participation on emergency response team
- Kindergarten Orientation

7. The school will educate teachers, Pupil Services personnel, Principals, and other staff, with the assistance of parents, in the value and utility of contribution 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 including, but not limited to, in-service and out-of-district professional development courses and workshops. In addition, site-based management teams will evaluate ways in which parents and staff can work together more effectively with the objective of improving student performance.

8. The school will provide materials and training by teachers funded by Title I to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate; to foster parental involvement including, but not limited to, extending invitations to parents to attend conferences geared to reviewing literature content to enable parents to assist their children, if they choose, at home.

9. The schools will disseminate information related to school and parent programs, meetings, and other activities to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand including languages such as Chinese, Japanese, Korean, and Spanish.

SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

Policy 1900 – E-2

Student Academic Achievement School-Parent Compact

South Grove Elementary School

To help our elementary-level learners achieve, we mutually agree to abide by the following conditions during the school year:

School Responsibilities

South Grove Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold bi-annual parent-teacher conferences to discuss student achievement, and review the principles of this compact;
- Provide parents with trimester report cards in the classroom and the AIS setting;
- Provide parents reasonable access to staff, opportunities to volunteer through the PTA and attendance at/participation in extracurricular events and activities;
- Provide additional opportunities for ongoing communication via electronic sources (Google Classroom, google sites and meets, e-mail), PTA meetings, and school-wide events.

Parent/Guardian Responsibilities

As parents/guardians, we will support our children's learning in the following ways:

- Monitor my child's attendance;
- Ensure homework completion;
- Supervise access to electronic media;
- Participate in decisions regarding my children's education by attending conferences and team meetings when necessary;
- Promote positive use of my child's extracurricular time such as involvement in clubs; 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:

- Be an active participant in class;
- Regularly complete homework and ask for help when needed;
- Read independently outside of school each day;
- Communicate school and classroom news to my parents weekly; and
- Give to my parents all notices and information received by me from my school every day.

SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

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School

Parent

Student

Date

Date

Date