

POLICY

BOARD OF EDUCATION HIGH POINT REGIONAL

NO. 2415.04

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Title I – District-Wide Parent and Family Engagement

2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

A. General Expectations

1. The school district agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
 - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of

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migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- e. If the school district’s plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child’s learning;
 - (b) That parents are encouraged to be actively involved in their child’s education at school;
 - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory

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committees to assist in the education of their child; and

(d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.

h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components

1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:

Principal's Parent Advisory Committee meets once each semester to involve parents in the creation of the district plan. All major programmatic issues are addressed.

- a. Evening information workshops: Academic Planning, 9th Grade Transition, Financial Aid, College Admissions
- b. Superintendent's Steering Committee
- c. Title I Parent involvement/ Compact meeting

2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

- a. Report to the public
- b. School website
- c. Title I Parent Involvement/ Compact Meeting
- d. Superintendent's Steering Committee

3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance:

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- a. Supplemental Education Services
 - b. School Website
 - c. BSI Parent meeting on September 30, 2010 (Back to School Night)
 - d. BSI Parent involvement letters: 9/1/10, 10/1/10, 3/18/11
4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
- a. Intervention and Referral Services parental involvement meetings.
 - b. RTI/Interventions (parents involved in creating remediation and behavioral plans).
 - c. Title I Parent Involvement/ Compact Meeting
 - d. Superintendent’s Steering Committee
5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement 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). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- a. Periodic parent meetings will be held to review and update the plan. This will provide an opportunity to foster communication with our community and parents. They will be asked for their input in the distribution of federal funds.
 - b. We will provide information on the utilization of funds so as to encourage parent analysis.

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- c. Principal’s Advisory Committee meetings will also facilitate communication and discussion with parents relative to the utilization of federal Title I Part A funds.
6. The school district will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, through the following activities specifically described below:
 - a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:
 - (1) The challenging State academic standards;
 - (2) The State and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child’s progress; and
 - (5) How to work with educators:
 - a. Utilization of PowerSchool and the planned coordination with parents having access from home.
 - b. The utilization of Pearson Inform as a data systems analysis tool to monitor student progress, behavior, attendance, RTI, testing data and to inform instruction.
 - c. RTI teacher workshops.
 - d. Co-Teaching workshops.
 - e. Differentiated Instruction workshops.
 - f. NCLB workshops.
 - g. Reports developed through the main office the guidance office and the district office.

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- h. Meetings to discuss benchmark testing and curriculum based measurements data.
 - i. Parents can access student grade, testing, homework and attendance information through our PowerSchool student accounting software program.
 - b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
 - 1. Parent I&RS meetings
 - 2. Parent RTI/behavioral meetings
 - 3. Senior initiative and scholarship nights
 - 4. Financial Aid parent workshop
 - 5. Academic Planning nights
 - 6. 9th grade transition
 - 7. Superintendent’s Steering Committee
 - 8. Guidance office newsletter
 - 9. A student assistance coordinator is employed by the district who can assist parents in addressing social needs and in seeking resources from the surrounding community.
 - 10. A social worker is employed by the district who can assist parents in addressing social needs.
 - c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - 1. Informed and targeted professional teacher, administrator and staff development.

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2. Professional Development opportunities and requirements address substance abuse awareness, bullying awareness, child abuse and neglect etc.
 - d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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, by:
 1. Participating with colleges/universities/vocational institutions and armed services.
 2. Relevant and focused professional development
 3. Students Against Being Bullied program integrated with parent involvement
 - e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 1. All-Call system alert
 2. School announcements and Website
 3. Parent letters
 4. Letters written in parent native language
 5. School newspaper
- C. Discretionary District-Wide Parent and Family Engagement Policy Components
1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other

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discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:

- a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- d. Training parents to enhance the involvement of other parents;
- e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- f. Adopting and implementing model approaches to improving parent and family engagement;
- g. Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
- h. Developing appropriate roles for community-based organizations and businesses, including faith-based

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organizations, in parent and family engagement activities;
and

- i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Date Adopted: 3/29/04

Date Revised: 11/21/05, 3/28/11, 7/26/22