

**TITLE I PARENT AND FAMILY ENGAGEMENT WITH LOCAL EDUCATION
AGENCIES (LEA'S)**

PURPOSE:

This policy is established for the purpose of setting forth the expectations and practices that the North Kingstown School Committee sets forth in regards to the engagement of parents and family members in the carrying out of the fulfillment of the North Kingstown School Department's (District) Local Education Agencies' responsibilities in overseeing the utilization of Federally Funded Grant Programs, with particular regard to Title I.

PHILOSOPHY:

The North Kingstown School Committee recognizes and appreciates the extra effort that is required in providing necessary and appropriate activities and experiences to meet the needs of Title I eligible children. These policy guidelines are set forth to assist and facilitate staff efforts in carrying out program extension activities provided through specially funded grants with support and assistance of parents and family members of the community.

The 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:

Parent and family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents and family members play an integral role in assisting their child's learning;
- (B) that parents and family members are encouraged to be actively involved in their child's education at school;
- (C) that parents and family members 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;
- (D) the carrying out of other activities, such as those described in section 1116 of the Elementary and Secondary Education Act.

POLICY STATEMENT:

The parameters and guidelines of this policy shall be applicable to all grant funded programs which require and/or draw from parents and family members of the community to assist and/or serve to assist in the carrying out of the goals and objectives of approved grants.

POLICY EXPECTATIONS:

1. Each Title I school shall establish and submit for administrative approval, a general guideline of its plan for implementation and utilization of grant funding and parent and family engagement.

2. The District will involve parents and family members in the joint development of its District parent and family engagement plan by reviewing the current plan. The plan will be posted on the district and Title I school websites.
3. The District will provide space in its Title I school for implementation of parent and family engagement activities. This includes maintaining a Family Center and related staff in Suzanne M. Henseler Quidnessett Elementary School (QES).
4. The District will build the schools' and parents' capacity for strong parent and family engagement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below.

With the assistance of its Title I school and parents, the District will:

- A. Provide assistance to parents and family members of children served by the District or school in understanding critical topics such as the state's academic content standards, student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators. This will be done through distribution of report cards four times per year, annual parent/teacher conferences, distribution of assessment score reports, updates from superintendent, principal and classroom teachers in school newsletters. Additionally, the district will include parents and family members in decisions about their child's academic program, especially in the case of a student being referred for the following: PLP - Personal Literacy Plan, RTI - Response to Intervention, IEP - Individualized Education Plan. Parents and family members are invited to participate in team planning to support their child's academic/social success.
- B. Provide materials and training to help parents and family members work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by offering take-home activities, weekly updates from teachers, and coordinating parent trainings in the use of computer/web-based programs to support student learning, and other initiatives based on parent need/request. The District will also ensure that parents receive information about the RI Parent Information Network (RIPIN) through the Title I schools and staff.
- C. Educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents and family members as partners, in the value and utility of contributions of parents and family members, and in how to implement and coordinate parent and family programs and build ties between parents and schools, by forming School Improvement Teams to include parents, teachers, administrators, and support staff, utilizing the QES Family Center Parent Liaison to help foster positive connections between parents and school staff, requesting support from Family Center staff to help plan and deliver activities, including assistance in arranging child care, transportation, and materials.
- D. Ensure that Title I information related to programs and activities is sent home through student backpacks and via electronic school listserv and posted in the schools. Information is to be provided in a "parent friendly" jargon-free manner. Interpreters are available and provided when needed/requested via the QES Family Center.

5. The District will coordinate and integrate parent and family engagement programs, activities, and strategies under Title I with the following other programs (QES Family Center, NK KIN-NECT/Door to the District, Child Outreach, Parents as Teachers) by ensuring that the Title I staff work with coordinators of the above-mentioned programs to engage in cooperative planning, sharing staff, cross-program planning, and making activities accessible to parents across the programs. Frequent communication and program planning across programs will ensure this coordination. All of these programs support parent and family engagement in education through home visits, resources and referrals, group activities, parent workshops and one-on-one support. All activities support the ideal that parents and family members are children's first and best teachers. In addition, the District may consult with outside businesses and philanthropic organizations with expertise in engaging parents and family members to help improve academic achievement and school performance.

6. The District, through the Title I staff, will conduct an annual evaluation of the District and school parent and family engagement policies. This evaluation will include an assessment of content and effectiveness of parent and family engagement programs and will seek to identify the barriers to greater participation and the ongoing needs of parents and families in engaging with the schools and supporting their children. This evaluation will take place each late winter/early spring and be conducted with the involvement and input of parents, including offering the evaluation in a variety of methods (pen/paper, online, face-to-face) to allow and encourage maximum participation. Findings will be used to revise and redesign parent and family engagement policies and practices. The Title I district staff will be the primary vehicle for the evaluation and related work.

7. The District will involve parents and family members in the process of school review and improvement by ensuring that parents are represented on School Improvement Teams, making the CRP available to all who wish to review/comment, and providing training opportunities for parents who wish to take a greater leadership role in schools.

First Read: 9/9/08

Second Read: 9/23/08

Adopted: 9/23/08

Revised: 12/13/11

Revised 10/24/17