

**RYE CITY SCHOOL DISTRICT**  
**RYE, NEW YORK**

**1900**

**PARENT AND FAMILY ENGAGEMENT**

Since parents are the primary educators of and caregivers for their children, the District encourages parent and family engagement in the educational process.

The District promotes parent and family engagement on all levels, including but not exclusive to:

- Creating a climate that fosters and supports family participation in the schools
- Corroborating the link between parental involvement and student achievement
- Providing opportunities for staff and interested adults to build stronger relationships between home and school

On the classroom level, teachers are encouraged to develop practices for involving parents and family at home. These include planned home reading, informal learning activities, and where required, homework contracts between parents, family members and children.

Title I Parent and Family Engagement

The District endorses 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). Therefore, it encourages the participation of parents and family members of students eligible for Title I services in all aspects of their child's education, including the development and implementation of District programs, activities, and procedures designed to carry out ESSA parent involvement goals.

In accordance with ESSA requirements, the District will:

1. involve parents and family members in the joint development of its Title I plan. If the plan is not satisfactory to the parents of children participating in Title I programs, the District will submit any parent comments to the State Education Department along with its plan;
2. involve parents and family members in the process of school review and improvement.

This includes:

- a. academic issues that caused their child's school to be identified as a school in need of improvement; consulting with parents in the development of a school improvement plan, and including in such plan strategies to promote effective parental involvement.
- b. providing parents and family members with adequate opportunity to participate in the development of a restructuring plan whenever their child's school is identified for restructuring, and to comment before the district implements an alternative governance arrangement;

3. provide coordination, technical assistance and other support necessary to assist participating schools in their own planning and implementation of effective parent involvement activities to improve student academic achievement and school performance;
4. build the capacity of its schools and parents for parental involvement;
5. coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-run preschool programs;
6. 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 Title I schools, including the identification of barriers to greater participation by parents in activities under the policy, and revision of parent involvement policies necessary for more effective parental involvement; and
7. involve parents in the activities of schools served under Title I.

Additionally, the Board directs that each district school with a program served with Title I funds to jointly develop with, and distribute to, parents of participating children a written parental and family engagement policy. The policy must be agreed on by such parents and describe the means for carrying out ESSA parental involvement requirements set forth below.

Each Title I school must notify parents of its parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, Title I schools must make their parent involvement policy available to the local community and update it periodically to meet the changing needs of parents and the school.

To the extent practicable, both the District and its Title I schools will provide full opportunities for the participation of parents and family members with limited English proficiency, parents with disabilities, and parents of migratory children. Activities in this area include providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

To ensure effective involvement by parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, both the District and each of its Title I schools will:

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, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. provide materials and training 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;

3. educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs. They will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The District and its schools may also consider other activities that further build the capacity of parents and family members to become involved, to the extent those activities are feasible and appropriate. In accordance with ESSA, these additional optional activities may include, for example, the establishment of a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs, and training parents to enhance the involvement of other parents.

*Reference: 20 USCA §§ 6318; 7801(38); 1118  
8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)*

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