

# Regulation

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COMMUNITY RELATIONS

1201.2

## PARENT AND FAMILY ENGAGEMENT PLAN

### I. Scope of Regulation

This Regulation implements Board Policy 1201, Parent and Family Engagement in Title I Programs (referred to in this Regulation as “the Policy”). It sets forth the action steps that District Administration will take in a given school year to achieve certain goals set by Board Policy and to comply with the Districts obligations under Title I. The Policy applies to all parents and family members in all schools of the District.

### II. District Annual Title I Meeting (Policy Part III-A-1 and part V)

- A. The date and location of the District’s Annual Title I Meeting will be set by the Superintendent after consultation with the Board.
- B. The date and location of the District’s Annual Title I Meeting will be communicated to parents and families as follows:
  - 1. Distribution at start of the year event
  - 2. District Website
  - 3. Channel 3 Broadcasting
- C. Parent involvement will be documented by creating and retaining notification letters and emails, sign-in sheets with names and positions, meeting agendas, and, when practical, meeting minutes or summaries.

### III. Notice of Educator Credentials (Policy Part III-A-2)

Parental notice of educator credentials will be provided to parents and families as follows:

Direct Mail

### IV. Local Educational Agency Plan (Policy Part III-A-3-a)

- A. Parents and families will be engaged in the development of the District’s Local Educational Agency Plan as follows:
  - 1. Make information available to parents, family members and other stakeholders;
  - 2. Involve parents in the planning, review and improvement of Title I programs;

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- B. Parent involvement will be documented by creating and retaining notification letters and emails, sign-in sheets with names and positions, meeting agendas, and, when practical, meeting minutes or summaries.
- V. School-Level Support, Coordination, and Technical Assistance (Policy Part III-A-4)
- A. District level administrators work with building level administrators and other building level staff to create effective parent involvement activities to improve student academic achievement and school performance.
  - B. Specific actions taken to support school-level parent and family engagement activities will be (identify by school):
    - 1. Inform parents of the specific Title I programs, activities and services available.
    - 2. Scheduling meetings at a variety of times to allow for increased opportunities for family engagement.
    - 3. Adopt and implement model approaches to improving parent and family involvement.
  - C. Documentation of these activities shall be created and maintained as follows:
    - 1. Invitations and notifications to families about events and meetings.
    - 2. Agendas for events and meetings.
    - 3. Sign-in sheets from events and meetings.
- VI. Actions to Build School and Parent Capacity (Policy Part III-A-5)
- A. The purpose of this initiative is to help the parent community and the school staff develop increased skills at identifying needs and planning the kinds of activities listed in Section V, above.
  - B. Specific actions taken to achieve this goal will be:
    - 1. Develop appropriate roles for community-based organizations and businesses in family engagement activities.
    - 2. Train parents and family members to enhance the involvement of other parents and families.

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3. Conduct other activities, such as parent resource centers, which encourage and support parents in more fully participating in the education of their children.

C. Documentation of these activities shall be created and maintained as follows:

1. Letters, newsletters and other printed material.
2. Invitations and notifications to families about events and meetings.
3. Agendas for events and meetings.

VII. Program Coordination

Actions will be taken to coordinate with other Federal, State, and locally funded programs, as follows:

- Headstart
- Pre-school or UPK providers
- Reading First
- Even Start
- Other grant or Title programs

VIII. Annual Policy and Plan Evaluation

A. The annual evaluation of the content and effectiveness of the Policy and this Plan will be coordinated by the Director of Grants, Contract & Compliance.

B. Meaningful involvement of families in the evaluation process will be sought in the following ways:

1. To attend and actively participate in meetings.
2. To assess and if necessary, help the District develop or revise its Title I Programs.
3. To act as consultants who assist the District in review of the policy and plan.

C. Documentation of the evaluation activities shall be created and maintained as follows:

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1. Agendas for events and meetings.
2. Minutes of meetings and events.
3. Sign-in sheets from events and meetings, training etc.

#### IX. Building Capacity for Involvement

A. Parents will be provided with assistance in understanding such topics as the challenging State academic 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 in the following ways:

1. parent/teacher conferences
2. early literacy workshops
3. back to School Night presentations
4. school-specific Open Houses
5. incoming kindergarten workshops
6. website information describing skills and concepts taught at school
7. parent training on using Parent Portal
8. quarterly Progress Reports.

B. Parents will be provided with materials and training to help them work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) in the following ways:

1. an ENL Parent Night
2. parent/teacher conferences
3. open Houses
4. distribution of ESSA materials
5. website materials, Facebook material, Twitter

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6. annual Title I Meeting
  7. information sharing at PTO/PTA meetings.
- C. Teachers, specialized instructional support personnel, principals and other leaders, and other staff will be given information about the value and utility of parental contributions to education, so that they may develop skills to reach out to parents, communicate and work with parents as equal partners, and so that they may implement and coordinate parent programs and work to build ties between parents and the school, in the following ways:
1. Presentations on Superintendent conference days;
  2. Encouragement that individual staff members choose professional development coursework on these subjects; and
- D. The following actions will be taken to coordinate and integrate, to the extent feasible and appropriate, parent and family involvement programs and activities with other Federal, State and local programs, including public preschool programs:
1. Provide the coordination, technical assistance and other support necessary to assist in planning and implementing effective parent and family involvement activities.
  2. Support the efforts of parents and train parents to the maximum extent practicable to work with their children and understand the program's requirements.
  3. Educate teachers, specialized instructional support personnel, principals and other staff so they may develop skills to reach out to communicate with parents as equal partners.
- E. The following actions will be taken to ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:
1. Building principals will identify by BEDS day whether a substantial number of households represented in the school have as their native language one other than English, and reasonable efforts will be made to offer parental communications in those languages.

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2. Parent communications prepared to implement this Regulation will be vetted by at least two staff members for readability before being sent.

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Utica City School District  
Approved by the Superintendent: 03/04/20