

PARENTAL INVOLVEMENT

The Board of Education (the Board) 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 extracurricular activities. However, the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents/guardians and children). The Board directs the superintendent to develop a home-school communications program in an effort to encourage all forms of parental involvement.

Consistent with the parent involvement goals of Title I, Part A of the Federal Every Student Succeeds Act of 2015 (ESSA), the Board will develop and implement programs, activities, and procedures that encourage and support the participation of parents/guardians of students eligible for Title I services in all aspects of their child’s education. The Board also will ensure that all of its schools receiving Title I, Part A funds will develop and implement school-level parental involvement policies, as further required by the ESSA.

For purposes of this policy, parental involvement refers to the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parental involvement programs, activities and procedures at both the Bethlehem Central School District (the District) and individual school level must ensure that parents/guardians:

- Play an integral role in assisting their child’s learning;
- Are encouraged to be actively involved in their child’s education at school; and
- 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.

The term parents/guardians 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).

District and school-level Title I parental involvement programs, activities, and procedures will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children.

As further required by the ESSA, parents/guardians of students eligible for Title I services will be provided an opportunity to participate in the development of the 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 State Education Department.

Parents/guardians also will 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.

Parent Participation in Development of District-Wide Parental Involvement Plan

The Board, along with the superintendent and other appropriate District staff will use the following venues to solicit parental involvement and feedback to ensure parent involvement in the development of the District-wide parental involvement plan:

- President's Council;
- Parent-Teacher Association/Organizations (PTA/PTO);
- Booster and Support Organizations;
- District/Building Level Advisory Teams; and
- Parent Surveys.

Review of District-Wide Parental Involvement Plan

The Board, along with the superintendent and other appropriate staff, will conduct, with the involvement of parents/guardians, 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/guardians in activities under this policy, and the revision of these policies necessary for more effective involvement. To facilitate this review, the District will conduct the following activities:

- The superintendent or designee will initiate an annual review of the District's parent participation policy during the month of July. Parents/guardians will be notified of the annual review through the District's website should they wish to contribute feedback for the Board of Education. Interpreter services will be made available upon request.

Development of School-Level Parental Involvement Plans

The superintendent or designee will ensure that all District schools receiving federal financial assistance under Title I, Part A are provided with technical assistance in order to plan and implement effective parental involvement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will ensure meetings are held at convenient times and are accessible to all parents/guardians.

Building Capacity for Parental Involvement

To build capacity for strong parental involvement to improve their child's academic achievement, the District and its Title I, Part A schools will, at a minimum:

- A. Assist parents/guardians in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to improve the achievement of their child. To achieve this objective, the District and its Title I schools will share this information at PTA/PTO meetings and via the electronic communication systems. Where necessary, paper copies will be made available.
- B. Provide materials and training to help parents/guardians work to improve their child's academic achievement. To achieve this objective, the District and its Title I schools will provide information about the District's academic program. Parents/guardians also have access to their student(s) Aspen account(s), which provides information to parents/guardians, as well as offers them a venue to communicate with teachers.
- C. Educate its teachers, Special Education Student Services personnel, principals, and other staff in understanding the value and utility of a parent's contributions and how to:
 1. reach out to, communicate with, and work with parents/guardians as equal partners;
 2. implement and coordinate parent programs; and
 3. build ties between parents/guardians and the schools.
- D. Ensure that information related to school and parent-related programs, meetings, and other activities is sent to the parents/guardians 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/guardians can understand. Interpreter services will be made available upon request.

Coordination of Parental Involvement Strategies

The District will coordinate and integrate strategies adopted to comply with the NCLB Title I, Part A parental involvement requirements with strategies adopted in connection with any of the following applicable programs: Head Start, Reading First, Early Reading First, Even Start, Parents/Guardians as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs.

Title I Parental Involvement – School-Level Policy

The District recognizes that parents/guardians play an integral role in assisting their child's learning. We encourage parents/guardians 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 will convene an annual meeting, at a convenient time, to inform parents/guardians of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents/guardians to be involved. All parents/guardians of children participating in a Title I program will be invited to the meeting.

2. The school staff shall offer a flexible number of meetings to provide parents/guardians with the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.
3. The school will provide parents/guardians with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress, and the proficiency levels the students are expected to meet. Parents/guardians may also request regular meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to the education of their children. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents/guardians, 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.

Adoption date: January 4, 2012

Revised date: February 27, 2019

PARENT COMPACT

When parents actively participate in their child's education, studies have shown that their children do better in school. Neither parents nor schools alone can ensure the educational success of the child. It takes working together to meet this common goal. Toward that end, the faculty and staff of the Bethlehem Central School District and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

- to convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- to offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- to actively involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
- to provide parents with timely information about all programs.
- to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- to provide high-quality curriculum and instruction.
- to deal with communication issues between teachers and parents through:
 - ✓ parent-teacher conferences at least annually,
 - ✓ frequent reports to parents on their children's progress,
 - ✓ reasonable access to staff,
 - ✓ opportunities to volunteer and participate in their child's class, and
 - ✓ observation of classroom activities.
- to assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

- to become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.
- to use or ask for technical assistance training that the local education authority or school may offer on child-rearing practices and teaching and learning strategies.
- to work with our child(ren) on their schoolwork.
 - ✓ read for 15 to 30 minutes per day (K-1)
 - ✓ listen for 15 to 30 minutes per day (2-3)
- to monitor our child(ren)'s:
 - ✓ attendance at school
 - ✓ homework
 - ✓ screen time
- to share the responsibility for improved student achievement.
- to communicate with our child(ren)'s teachers about their educational needs.
- to ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child(ren) in the educational process.