

The Board of Directors recognizes the value of family engagement in a child’s academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children’s first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. School officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by NERSBA, a Title I school. The board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school’s Title I program in helping scholars meet state and local achievement standards.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, the term “parent and family engagement” means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child’s learning;
2. that parents and family members are encouraged to be actively involved in their child’s education at school;
3. that parents are full partners in their child’s education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that NERSBA utilizes activities to support parent and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet NERSBA’s challenging academic standards. The Title I program provides instructional activities and supportive services to eligible scholars over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all scholars in the school to meet NERSBA’s academic standards. Targeted assistance programs will provide services to eligible scholars most in need of assistance in the school, as determined by objective

criteria established by the principal. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents of scholars participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all NERSBA personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The principal shall ensure that NERSBA's parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating scholars. The written parent and family engagement plan shall describe the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. The plan must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

In addition, school officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. coordinate and integrate parent and family engagement strategies in the Title I

program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;

3. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the NERSBA's parent and family engagement policies and program in improving the academic quality of the school and assisting scholars to meet NERSBA's academic standards;
4. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
5. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on NERSBA's website, sending information home, newsletters, workshops, and newspaper articles;
6. design a parent-student-school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
7. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
8. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
9. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
10. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
11. ensure that parents are involved in the school's Title I activities; and

12. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

NERSBA officials and teachers shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Program for English Learners

Each year the principal shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language-instruction educational program:

- a. the reasons for the child's identification;
- b. the child's level of English proficiency and how such level was assessed;
- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. School Report Card

Each year, NERSBA officials shall disseminate to all parents and the public a school report card containing information about the school including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of scholars

toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;

- b. the performance of NERSBA on academic assessments as compared to the state as a whole;
- c. the percentage and number of scholars who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
- d. the per pupil expenditures of federal, state, and local funds; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school officials shall notify parents of scholars who are participating in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
- b. The principal shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

4. Parental Rights and Opportunities for Involvement

- a. Each year, the principal shall provide notice to parents of NERSBA's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents to be involved in the school.
- b. Each year, the principal shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, school officials shall publicize on the school website:

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time scholars will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

The principal shall develop any administrative procedures necessary to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

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