

## GLEN ULLIN DISTRICT-SCHOOLS

### PARENT AND FAMILY ENGAGEMENT POLICY

In support of strengthening student academic achievement, the District which receives Title I, Part A funds, hereafter referred to as “District-Schools”, must jointly develop with, agree on with, and distribute to parents and family members of participating children a written Parent and Family Engagement Policy that contains information required by the Every Student Succeeds Act (ESSA). The policy establishes the district-school’s expectations and objectives for meaningful parent and family engagement and describes how the District will implement a number of specific parent and family engagement activities.

#### Definitions

This policy defines the following:

- *Parent* means a biological, adoptive, step or foster father or mother, or any other individual who stands in loco parentis to the student.
- *Parental involvement* means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
  - a. Parents play an integral role in assisting their child's learning;
  - b. Parents are encouraged to be actively involved in their child's education at school;
  - c. Parents 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; and
  - d. Other activities are carried out, such as those described in ESSA.
- *Family/family members* are adults living in a student’s household who are related to the student and/or adult relatives living outside the student’s household who, based on a school administrator’s knowledge, play a direct and active role in the student’s education, volunteer in school, attend school meetings.

#### District-Schools Parent and Family Engagement Policy Requirements

The District-Schools agree to implement the following requirements as outlined in law:

1. The District-Schools shall put into operation programs, activities, and procedures for the engagement of parents and family members in all of its school with Title I, Part A programs. These programs, activities, and procedures must be planned and operated with meaningful consultation with parents and family members of participating children.

2. The District-Schools shall work to ensure that the required District-Schools Parent and Family Engagement Policy meets the Title I, Part A requirements, and includes as a component, a school-parent compact.
3. The District-Schools shall incorporate this District-Schools Parent and Family Engagement Policy into its district plan.
4. The District-Schools shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the District-Schools Parent and Family Engagement Policy and the joint development of the targeted assistance or schoolwide program plan.
5. The District-Schools shall update the District-Schools Parent and Family Engagement Policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the Parent and Family Engagement Policy available to the local community.
6. The District-Schools shall provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
7. If the District-Schools plan for Title I, Part A is not satisfactory to the parents of participating children, the District shall submit any parent comments with the plan when the District submits the plan to Department of Public Instruction.

### **Required District-Schools Parent and Family Engagement Policy Components**

The District-Schools Parent and Family Engagement Policy includes a description of how the school may implement or accomplish each of the following components:

#### **8. Joint Development**

The District-Schools shall take the following actions to involve parents and family members in jointly developing its district-school plan, and in the development and review of support and improvement plans:

Parents will be involved in the development of the Glen Ullin Public District Parent and Family Engagement Policy by participating in the informational meetings held in conjunction with the fall and spring Parent-Teacher conferences. They are also given a written evaluation of the Title I program which is distributed at the spring conference. Parents will be involved in the development and review of the School Improvement/Title I Targeted Assistance plan again at the Spring Evaluation meeting.

#### **9. Annual Title I, Part A Meeting**

Each district school who receives Title I, Part A funds shall take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the

nature of the Title I program, the parents' requirements, the District-Schools Parent and Family Engagement Policy.

The District/School Parental Involvement Policy will be included on the agenda of the Parent's Night/Open House with copies provided for review. The policy is also available at registration prior to the school year. Parent comments are encouraged and welcomed at regularly scheduled fall and spring Parent-Teacher conferences, and with any other communication between parents and Title staff during the year.

### **10. Technical Assistance**

The District-Schools shall provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

The Glen Ullin Public School will provide teacher in-services providing technological and research-based tools. Staff meetings will be held to keep staff updated on parental involvement requirements and to garner input on possible activities to increase student success. Distribution of information pertinent to parents concerning their child's academic achievement and school performance will be shared and explained to increase student achievement.

### **11. Annual Evaluation**

The District-Schools shall take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this District-Schools Parent and Family Engagement Policy in improving the academic quality of its Title I, Part A schools. The evaluation must include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation must also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The District may use the findings of the evaluation about its District-Schools Parent and Family Engagement Policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its District-Schools Parent and Family Engagement Policy.

The Glen Ullin School District will take information gathered from the spring evaluation, annual meeting, and school visitations to compile, review, and make changes to the Title I program. Through the findings, we will work to design strategies that provide more

effective parental involvement and will continue to bring growth to those being served under the Title I program.

#### **12. Reservation of Funds (only applicable to districts with Title I allocations of \$500,000 or more)**

If applicable, the District-Schools shall involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

#### **13. Coordination of Services**

The District-Schools shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local laws and programs such as Roughrider Education Services Program (RESP), Morton-Sioux Special Education Unit and resources offered by the N.D. Department of Public Instruction by: utilizing parent engagement resources provided by these programs in parent-teacher conferences and parent meetings.

#### **14. Building Capacity of Parents and Family Members**

The District-Schools shall build the schools' and parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- e. The challenging State academic standards;
- f. The State and local academic assessments including alternate assessments;
- g. The requirements of Title I, Part A;
- h. How to monitor their child's progress; and
- i. How to work with educators to improve the achievement of their child.

The Glen Ullin Public School provides opportunities for students and to excel academically and for their parents to participate in student success in many ways. We encourage participation in Parent-Teacher conferences and the Fall Open House. We provide links to many learning resources on our website. Power School access is provided and encouraged to be used for current academic standings. The Home School connection newsletter is distributed monthly. Informal communication is frequent throughout the year.

The District-Schools shall provide parent and family engagement of participating children, if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such request as soon as practically possible:

Glen Ullin Public School will provide a variety of times and dates for parents to meet at their convenience.

### **15. Building Capacity of District Staff**

The District-Schools shall, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

The Glen Ullin Public School will use reader friendly formats to communicate with parents. Translator services are available if needed.

The District-Schools shall provide other reasonable support for parent and family engagement activities as parents may request by:

The Glen Ullin Public School encourages parents to make arrangements through the school office to observe and volunteer in school activities. We also encourage families to participate in family math and literacy nights.

### **16. School-Parent Compact**

Each district school who receives Title I, Part A shall take the following actions to jointly develop with parents of participating children a school-parent compact (KAB-E) that outlines how parents, the entire school staff, and students may share the responsibility for improved student academic achievement and the means by which the school and parents may build and develop a partnership to help children achieve the state's high standards.

The Glen Ullin Parent Compact is distributed on the same occasions as the Family engagement policy. They are also both available in the school handbook on the website. Both documents are reviewed for potential revisions annually and parent feedback is welcomed.

### **17. Communications**

Each district school who receives Title I, Part A shall take the following actions to provide parents of participating children the following:

- j. Timely information about the Title I programs,
- k. Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement, and
- l. Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

Both the Family Engagement Policy and the Parent compact are written in reader friendly language and reviewed with parents at least once a year. Parents are given copies and encouraged to bring forth information that could help the Title I program to be successful and show continuing progress.

### **Policy Adoption and Dissemination**

This policy will be in effect for one school year following the adoption of the board. The District-Schools will distribute this policy annually to all parents of participating Title I, Part A children.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- FDC, Education of Migrant Students
- GABAA, English Learners
- KAB-E, School-Parent Compact Requirements

**End of Glen Ullin School District #48 Policy KAB-2    Adopted: April 7, 2021**