

SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT REGULATION

It is to be adopted in conjunction with KAB-1 (District-level efforts).

In support of strengthening student academic achievement, **Prairie Rose Elementary** who receive Title I, Part A funds must jointly develop with, agree on with, and distribute to parents and family members of participating students a written School-Level Parent and Family Engagement Policy that contains information required by the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations and objectives for meaningful parent and family engagement and describes how the school may implement a number of specific parent and family engagement activities. This policy must be incorporated into the school's plan submitted to the District.

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 (e.g., volunteer in school, attend school meetings)]**.

School Level Parent and Family Engagement Policy Requirements

Prairie Rose Elementary agrees to implement the following requirements as outlined in law:

1. 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.
2. Update the School-Level Parent and Family Engagement Policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating students, and make the Parent and Family Engagement Policy available to the local community.
3. Provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory students, 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.

4. If the schoolwide program plan for Title I, Part A is not satisfactory to the parents of participating students, the school shall submit any parent comments with the plan when the school submits the plan to the district.

School-Level Parent and Family Engagement Policy Components

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

1. Joint Development

Prairie Rose Elementary will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parental involvement programs and activities will be coordinated with applicable school district programs including West Dakota Parent and Family Resource Center, Head Start, and the Regional After School Program (RASP).

Gearing Up for Kindergarten (which is 16 weeks of research based information on encouraging parents educating on how to prepare children for school, how to support them while in school, and how to be a partner in the education of their children.) Six week parenting programs, such as Love and Logic, Conscious Discipline, The Incredible Years, Positive Parenting, Circle of Security, The 7 Habits of Highly Effective Families, etc.

Through community partnerships, the Parent Center works with the Southwestern District Health Unit, Key Infant Development Program, Head Start, Early Head Start, Sunrise Youth Bureau, RASP program, Adult Learning Center, United Way, and Stark County Social Services. Also in areas as requested by parents such as Kindergarten transition nights, risk behavior awareness, helping with homework, setting up home routines, leaving children home alone, setting boundaries, group sessions with parents and their kids, communication, and healthy nutrition etc.

2. Annual Title I, Part A Meeting

Prairie Rose Elementary shall take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating students to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the School-Level Parent and Family Engagement Policy, the schoolwide plan, and the school-parent compact.

The Annual Review takes place in the spring of each year. A summary may be shared with the Parent Advisory Committee, the staff, parents of students receiving Title I services by email or mail, and in the school newsletter.

3. Communications

Prairie Rose Elementary shall take the following actions to provide parents of participating students the following:

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

*The School Planning Committee is available to meet throughout the year at various times and work together with the Parent Advisory Committee on events such as Open House, Parent/Teacher Conferences, and quarterly celebrations. The staff at **Prairie Rose Elementary** upholds an open door policy for parents and families.*

*Parents receive timely information about programs through the **Prairie Rose Elementary Handbook** available on **Prairie Roses'** website, Parent Advisory Committee meetings, the Title I Annual Review, newsletters, flyers, midterm and trimester progress reports, parent access to Power School, and the Dickinson Public Schools website.*

Curriculum, assessment, and proficiency level information is provided through conferences, NWEA reports, school adequate yearly progress reports, North Dakota State Assessment Student Reports, and the school profile information.

Parents have the opportunity to join the Parent Advisory Committee that offers monthly meetings to formulate suggestions and participate in decisions relating to the education of their children.

4. School-Parent Compact

Prairie Rose Elementary shall take the following actions to jointly develop with parents of participating students 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 students achieve the state's high standards.

*The School Parent Compact is available on **Prairie Roses'** website. Components of this compact will require yearly updates.*

5. Reservation of Funds (only applicable to districts with Title I, Part A allocations of \$500,000 or more)

If applicable, the **Prairie Rose Elementary** shall take the following actions to involve the parents and family members of students 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.

6. Coordination of Services

Prairie Rose Elementary 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 **Community Action Head Start, West Dakota Parent and Family Resource Center, and the Regional After School Program (RASP)** that encourage and support parents in more fully participating in the education of their children by:

Parental involvement programs and activities will be coordinated with applicable school district programs including West Dakota Parent and Family Resource Center, Community Action Head Start, and the Regional After School Program.

7. Building Capacity of Parents

Prairie Rose Elementary shall build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- a. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards;
- b. Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement; and
- c. Provide assistance to parents of participating students, as appropriate, in understanding topics such as the following:
 - i. The challenging State's academic standards,
 - ii. The State and local academic assessments including alternate assessments,
 - iii. The requirements of Title I, Part A,
 - iv. How to monitor their child's progress, and
 - v. How to work with educators to improve the achievement of their child.

*Training opportunities may be available to parents addressing the topics indicated above. Information also may be provided through dissemination of **Prairie Rose Adequate Yearly Progress Reports** and **Prairie Rose school profile information**, **North Dakota State Assessment Student Program Reports**, school newsletters, the **West Dakota Parent and Family Newsletter**, parent/teacher conferences, parent access to **Power School**, the **Annual Review**, and the annual notice of the "Parents Right to Know."*

8. Building Capacity of School Staff

Prairie Rose Elementary shall provide training to educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, 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 the school by:

Distribution of Prairie Rose and West Dakota Parent and Family Newsletters, brochures, parental access to Power School, parent/teacher conferences, school district website with links to West Dakota Parent and Family Resource Center and Pathfinder Parent Center, and parental involvement and leadership/training opportunities. Our school handbook will be available on Prairie Rose's website to provide parents with pertinent information regarding policies and procedures.

Training is available for school personnel through West Dakota Parent and Family Resource Center focusing on working with parents and building relationships. The training will provide strategies in how to reach out to, communicate with, and work with parents as equal partners.

Prairie Rose Elementary shall provide other reasonable support for parent and family engagement activities as parents may request by:

Parent feedback may be generated through survey questions, the Annual Review meetings, and Parent Advisory Committee to ensure information provided to parents meets stated criteria.

Building Capacity for Involvement—Optional

The School-Level Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in meaningful consultation with its parents, choose to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed in ESSA. Indicate which of the following discretionary (optional) School-Level Parent and Family Engagement Policy components the school will implement improve family-school partnerships:

1. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
2. Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training;
3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. Train parents to enhance the engagement of other parents;
5. Maximize parent and family engagement and the participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating students and parents who are unable to attend conferences at school;
6. Adopt and implement model approaches to improving parent and family engagement;
7. Establish a district parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs; and

REQUIRED

Descriptor Code: KAB-BR

- 8. Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

*The above stated criteria may be implemented by **Prairie Rose Elementary** by:*

Providing literacy training for parents through the West Dakota Parents and Family Resource Center and/or the Adult Learning Center.

Paying reasonable and necessary expenses associated with parental involvement activities, including childcare costs, to enable parents to participate in school-related meetings and training sessions.

Training parents to enhance the involvement of other parents.

Arranging school meetings at a variety of times in order to maximize parental involvement and participation in their children’s education.

Utilizing the Parent Advisory Committee to provide advice on all matters related to parental involvement in Title I, Part A programs.

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

Providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

Policy Adoption and Dissemination

This policy will be in effect for the period of one school year. Dickinson Public School District shall distribute this policy annually to all parents of participating Title I, Part A students.

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- **KAB Title I Parental Involvement Policy**

End of Dickinson Public School District Board Regulation.....Adopted: July 2019