



Cumberland School Department Policy Manual

EDUCATION AGENCY RELATIONS

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FEDERAL TITLE 1 PARENTAL INVOLVEMENT

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TITLE I PARENT AND FAMILY ENGAGEMENT WITH LOCAL EDUCATION AGENCIES

(LEA'S)

PURPOSE

This policy is established for the purpose of setting forth the expectations and practices that the School Committee sets forth in regards to the involvement of parent and family members/guardians in the carrying out of the fulfillment of the School District's Local Education Agencies' responsibilities in overseeing the utilization of Federally Funded Grant Programs, with particular regard to Title I.

PHILOSOPHY:

The Cumberland School Committee recognizes and appreciates the extra effort that is required in providing necessary and appropriate activities and experiences to meet the needs of disadvantaged, Title I eligible children. These policy guidelines are set forth to assist and facilitate staff efforts in carrying out program extension activities provided through specially funded grants with support and assistance of parent and family members/guardians of the community.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents and family members play an integral role in assisting their child's learning;
- that parents and family members are encouraged to be actively involved in their child's education at school;
- that parents and family members 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 carrying out of other activities, such as those described in section (116 of the Every Student Succeeds Act)

POLICY STATEMENT:

The parameters and guidelines of this policy shall be applicable to all grant funded programs which require and/or draw from parents and family members/guardians of the community to assist and/or serve to assist in the carrying out of the goals and objectives of approved grants.



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POLICY EXPECTATIONS:

1. Each Title I school shall establish and submit for administrative approval, a general guideline of its plan for implementation and utilization of grant funding and parental involvement.

2. The Cumberland School District (District) will involve parents and family members in the joint development of its district parental involvement plan by reviewing current plan with Solid Foundation Team (made up from parents and family members and staff at Title I school), using RIDE and Solid Foundation rubrics to score plan and determine areas for improvement, and making plan available to all parents and family members for review/comment. The plan will be posted on the district website and available in hard copy in the Title I school.

3. The District will build the schools' and parents' capacity for strong parental and family engagement , in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below. With the assistance of its Title I school and parents and family members, the district will:

A. Provide assistance to parents of children served by the school district or school in understanding critical topics such as: the state's academic content standards, student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators. This will be done through distribution of report cards three (3) times per year, annual parent/teacher conferences, distribution of Northeast Common Assessment (or similar standardized test) score reports in January/February, monthly updates from superintendent, principal and classroom teachers in school newsletters. Additionally, the district will include parents and family members in decisions about their child's academic program, especially in the case of a student being referred for the following: PLP - Personal Literacy Plan, RTI - Response to Intervention, IEP - Individualized Education Plan. Parents are invited to participate in team planning to support their child's academic/social success.

B. Provide materials and training to help parents and family members work with their children to improve their children's' academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by offering take-home activities, weekly updates from teachers, and coordinating parent trainings in the use of computer/web-based programs to support student learning, and other initiatives based on parent and family members need/request. The district will also ensure that parents and family members receive information about the RI Parent Information Network/Parent Information Resource Center (RIPIN/PIRC) through the Title I school and staff.

C. Educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as partners, in the value and utility of contributions of parents and family members, and in how to implement and coordinate parent programs and build ties between parents and schools, by forming School Improvement Teams to include parents and family members, teachers, administrators, and support staff.



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D. Ensure that Title I information related to programs and activities is sent home through student backpacks and via electronic school listserv and posted in the schools. Information is to be provided in a “parent friendly” jargon-free manner. Interpreters are available and provided when needed.

5. The District will coordinate and integrate parent and family engagement programs, activities, and strategies under Title I with parental involvement in other programs as needed, by ensuring that the Title I staff work with coordinators of the above-mentioned programs to engage in cooperative planning, sharing staff, cross-program planning, and making activities accessible to parents and family members across the programs. Frequent communication and program planning across programs will ensure this coordination. All of these programs support parent involvement in education through home visits, resources and referrals, group activities, parent and family members workshops and one-on-one support. All activities support the ideal that parents and family members are their children’s first and best teacher.

6. The District, through the Title I office, will conduct an annual evaluation of the district and school parent and family engagement policies. This evaluation will take place each spring and be conducted with the involvement and input of parents and family members, including offering the evaluation in a variety of methods (pen/paper, online, face-to-face) to allow and encourage maximum participation. Findings will be used to revise and redesign parent and family engagement policies and practices. The Title I Parent and Family Engagement Team will be the primary vehicle for the evaluation and related work in conjunction with Title I district staff.

7. The District will involve parents and family members in the process of school review and improvement by ensuring that parents are represented on School Improvement Teams, making the CRP available to all who wish to review/comment, and providing training opportunities for parents and family members who wish to take a greater leadership role in schools.

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