



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

1110.10 – Parent/Family Involvement

Approved on November 19, 2018

The New Britain Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period that the child is enrolled in school. To support the goal of the District to educate all students effectively, the schools and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school district and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

The Board of Education also endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. In this policy, and the accompanying administrative procedure, the word "parent" also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, this policy has been developed jointly with parents of children in the school system. All parents should share the school's commitment to the educational success of their children. This school district and its schools, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board supports the development, implementation, and regular evaluation of parent involvement programs in each school, which will involve parents at all grade levels in a variety of roles. The parent involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs as outlined in the National Parent/Teacher Association Standards for Parent/Family Involvement in Schools:

- Communication between home and school is regular, two-way, and meaningful
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school, and their support and assistance are sought
- Parents are full partners in the decisions that affect children and families
- Community resources are developed to strengthen school programs, family practices, & student learning

The Board of Education supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

In addition to programs at the school level, the Board of Education supports the development, implementation, and regular evaluation of programs to involve parents in the decisions and practices of the school district.

Engaging parents is essential to improved student achievement. The New Britain school district fosters and supports active parent involvement.

Legal References

Improving America's Schools Act, Public Law No. 103-382, Sec. 1112 Local Education Agency Plans

Improving America's Schools Act (IASA), Public Law 103-382

Public Law 107-110, "No child Left Behind Act of 2001"

Title I – Improving the Academic Achievement of the Disadvantaged, Sec. 1118



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Administrative Procedure

1110.10 – Parent/Family Involvement

Approved on July 9, 2019

I. General guidelines to foster parent involvement in the six areas identified in the National Parent/Teacher Association Standards for parent/family involvement in schools. Successful programs utilize these best practices, which are listed below.

A. Communication

- a. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.
- b. Establish opportunities for parents and educators to share partnering information such as student strengths and learning preferences.
- c. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.
- d. Mail report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
- e. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.
- f. Conduct conferences with parents at least twice a year, with follow-up as needed. These should accommodate the varied scheduled for parents, language barriers, and the need for child care.
- g. Encourage immediate contact between parents and teachers when concerns arise.
- h. Distribute student work for parental comment and review on a regular basis.
- i. Translate communications to assist non-English speaking parents.
- j. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
- k. Provide opportunities for parents to communicate with principals and other administrative staff.
- l. Promote informal activities at which parents, staff, and community members can interact.

- m. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

B. Parenting

School personnel and program staff support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. From making sure that students arrive at school rested, fed, and ready to learn, to setting high learning expectations and nurturing self-esteem, parents sustain their children's learning.

- a. Communicate the importance of positive relationships between parents and their children.
- b. Link parents to programs & resources within the community that provide support services to families.
- c. Reach out to all families, not just those who attend parent meetings.
- d. Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community.
- e. Provide an accessible parent/family information and resource center to support parents and families with training, resources and other services.
- f. Encourage staff members to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.

C. Student Learning

- a. Seek and encourage parental participation in decision-making that affects students.
- b. Inform parents of the expectations for students in each subject at each grade level.
- c. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
- d. Regularly assign interactive homework that will require students to discuss and interact with their parents about what they're learning in class.
- e. Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.
- f. Involve parents in setting student goals each year and in planning for post-secondary education and careers. Encourage the development of a personalized education plan for each student, where parents are full partners.
- g. Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education.

D. Volunteering / Visitation

- a. Ensure that office staff promote safety utilizing Raptorware for proper volunteer sign-in procedure.

- b. Ensure that office staff greetings, signage near the entrances, and any other interaction with parents create a climate in which parents feel valued and welcome.
- c. Survey parents regarding their interests, talents and availability, then coordinate the parent resources with those that exist within the school and among the faculty.
- d. Ensure that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.
- e. Organize an easy, accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.
- f. Develop a system for contacting all parents to assist as the year progresses.
- g. Design opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, and so forth.
- h. Show appreciation for parents' participation, and value their diverse contributions.
- i. Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.
- j. Ensure that volunteer activities are meaningful and built on volunteer interests and abilities.

E. School Decision Making and Advocacy

- a. Provide understandable, accessible, and well-publicized process for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.
- b. Encourage the information of PTAs or other parent groups to identify and respond to issues of interest to parents.
- c. Include parents on decision-making and advisory committees to the greatest practicable extent, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety and personnel. Where site governance bodies exist, give equal representation to parents.
- d. Provide parents with current information regarding school policies, practices, and both student and school performance data.
- e. Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies, or responding to school performance data.
- f. Encourage and facilitate active parent participation in the decisions that affect students, such as student placement, course selection, and individual personalized education plans.
- g. Treat parental concerns with respect and demonstrate genuine interest in developing solutions.
- h. Promote parent participation on school district, state, and national committees and issues.
- i. Provide training for staff and parents on collaborative partnering and shared decision making.

F. Collaborating with Community

- a. Develop families' access to community resources.

- b. Connect education programs to businesses to create awareness of the realities of the workplace.
- c. Involve senior citizens to contribute wisdom so students gain a greater sense of purpose.
- d. Distribute information regarding cultural, recreational, academic health, social, and other resources that serve families within the community.
- e. Develop partnerships with local business and service groups to advance student learning and assist schools and families.
- f. Foster student participation in community service.
- g. Involve community members in school volunteer programs. Disseminate information to the school community, including those without school age children, regarding school programs and performance.
- h. Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.
- i. Inform staff members of the resources available in the community and strategies for utilizing those resources.

II. Specific Guidelines with Respect to Title I Parent Involvement

A. Parent Advisory Council/Annual Meeting

A districtwide advisory council will be established and will conduct an annual meeting of Title I parents. The purpose of the annual meeting will be to explain the Title I program to parents and solicit their suggestions for developing, planning, implementing, and evaluating the program. Officers will be elected to the council at this time. Present officers may serve more than one term if re-elected.

B. Additional meetings

In addition to the required annual meetings, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with

- a. Information about programs provided under Title I;
- b. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- c. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- d. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I Program, to the district level.
- e. Use of the Title I Funds

C. Use of the Title I Funds

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

D. Coordination of Parent Involvement Strategies with Parental Involvement

The School district will collaborate with the New Britain School Readiness Programs to offer parents the opportunity to participate in the following parent involvement programs and events:

- a. Annual Open House Events in September
- b. Participation in Parent Advisory Council
- c. Parent Workshops
- d. Invitation of participation in New Britain School Readiness Council
- e. District Parent/Teacher Conferences
- f. Transition to Kindergarten Activities

E. School Responsibilities

- a. Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and student share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" shall:
 - i. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
 - ii. Indicate the ways in which each parent will be responsible for supporting their children's learning (e.g. monitoring, attendance, volunteering and assisting with homework)
 - iii. Address the importance of parent-teacher communication on an on-going basis (e.g. parent-teacher conferences, frequent reports to parents, and reasonable access to staff)
- b. The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff a written explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided.
- c. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress and specific diagnostic instructional objectives for their child. See Board Policy 3-6, Reporting to Parents.
- d. Parents will receive guidance and training as to how they can assist in the education of their children at home to attain the instructional objectives of the Title I program.
- e. Participation of parents who lack literacy skills or whose native language is not English will be promoted. Information, programs, and activities for parents shall be provided to the extent practicable in a language and form which parents can understand.
- f. Parents will have the opportunity to participate in needs assessments that will provide information to plan, implement and evaluate the Title I program. Parents will also have the opportunity to

comment on how the school might work more cooperatively with them to achieve Title I objectives.

- g. Responses to parents' recommendations and suggestions will be handled individually in a timely manner.
 - i. A written complaint procedure will be made available to parents.
 - ii. Teaching staff must be made aware of this policy and administrative procedure and must promote and encourage parent involvement activities in accordance with its provisions.

III. Dissemination

A copy of this policy and administrative procedure shall be made available to the parents of children participating in Title I programs.