

## **District 2 Parent and Family Engagement Policy**

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**DLT Review/Updating:** Review this policy every year with DLT, but update/revise every 2 years (Update Years: 25-26, 27-28, 29-30, 31-32)

### **Community School District 2 PARENT AND FAMILY ENGAGEMENT POLICY**

#### **PART I: GENERAL EXPECTATIONS**

This policy was established jointly by staff and parent members of the PARENT AND FAMILY ENGAGEMENT POLICY of the District Leadership Team for Community School District 2. This policy sets forth the minimum expectations regarding the activities, strategies and services to be employed and implemented by local schools and supported by the district to ensure that Title I Part A requirements for parent involvement and consultation in support of improved student achievement are met. This Community School District 2 PARENT AND FAMILY ENGAGEMENT POLICY, also known as The CSD 2 Family Engagement Policy, is written to guide families, school administrators, teachers and concerned community members in their efforts to strengthen the family's engagement in the education of their children attending CSD 2 schools.

Community School District 2 will communicate and implement the following statutory requirements in support of district schools receiving Title I funds:

1. Community School District 2 will support school-level programs, activities and procedures to encourage involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). These programs, activities and procedures will be planned and operated by schools with meaningful consultation with parents and families of participating children.
2. Consistent with section 1116, Community School District 2 will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a School-Parent Compact consistent with section 1116(d) of the ESSA.
3. Community School District 2 will incorporate this district-wide parent and family engagement policy into the NYC District Comprehensive Educational Plan developed under section 1112 of the ESSA.
4. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Community School District 2 and its schools will provide full opportunities for the participation of

parents with limited English proficiency and parents with disabilities, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

5. If the District Comprehensive Educational Plan developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, Community School District 2 will submit any parent comments with the plan when Community School District 2 submits the plan to the New York State Department of Education.

6. Community School District 2 will provide additional guidance to ensure that schools involve the parents of children served in Title I, Part A schools in decisions about how the one percent (minimum set-aside) of Title I, Part A funds reserved for parental involvement is spent in support of the activities articulated in the school's PARENT AND FAMILY ENGAGEMENT POLICY.

7. Community School District 2 will be guided 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, guardians, persons in parental relationship and foster parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. This includes:

(A) that parents, guardians, persons in parental relationship and foster parents play an integral role in assisting their child's learning;

(B) that parents guardians, persons in parental relationship and foster parents, are encouraged to be actively involved in their child's education at school;

(C) that parents, guardians, persons in parental relationship and foster 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;

(D) the carrying out of other activities, such as those described in section 1116.

## **PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

1. Community School District 2 will, with collaboration with its schools will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESSA in support of district schools receiving Title I funds:

a. Provide and coordinate to Title I schools technical assistance, guidance, and support, as needed, under the direction of the Community Superintendent and (in collaboration with the Division of Family and Community Engagement) to ensure that schools are aware of these requirements;

b. Ensure that a duly established District Leadership Team is formed in compliance with the requirements of Commissioner's Regulation 100.11 and current Chancellor's Regulation A-655 and includes the appropriate representation from parent leadership or their designees;

c. Ensure (in collaboration with the Division of Family and Community Engagement, the District 2 Presidents' Council, the Manhattan High School Borough Advocate and the District 2 Family Coordinators) that each school has a duly established Parent Association or Parent-Teacher Association by September 30 of each school year;

d. Ensure (in collaboration with the district 2 Leadership Team, the District 2 Presidents' Council, the Manhattan High School Borough Advocate and the District 2 Family Coordinators) that every school has established a School Leadership Team that includes elected representation of parents that constitute fifty percent (50%) of the total number of team members. (A minimum of ten members is required as per Chancellor's Regulation A-655).

e. Ensure (in collaboration with the Division of Family and Community Engagement, the District 2 Presidents' Council, the Manhattan High School Borough Advocate and the District 2 Family Coordinators) that Parent Association or parent members of the Parent-Teacher Association members understand the role of parents elected to serve as their representatives on the PA or PTA Executive Board, Borough H.S. and District Presidents' Council, School Leadership Team, District Leadership Team and Community and Citywide Education Councils;

f. Ensure (in collaboration with the Division of Family and Community Engagement, and the district 2 Family Coordinators) that District 2 has a duly established Presidents' Council with representation from each district school in accordance with the current Chancellor's Regulation A-660 and the council's bylaws;

g. Ensure (in collaboration with the Division of Family and Community Engagement, the Manhattan Borough Family Advocate) that Manhattan has a duly established High School Presidents' Council by September 30 of the school year with representation from each District 2 high school in accordance with current Chancellor's Regulation A-660 and the council's bylaws;

h. Facilitate the election of the Title I Vice President member of the District 2 Presidents' Council Executive Board. Ensure that either a Title I position is created in all PA/PTAs of Title I schools in District 2 or that a Parent Advisory Council is established in every Title I District 2 school. These elected Title I parent leaders will be representatives of all CSD2 Title I schools including high schools. The President or one of the Co-Presidents of D2 Presidents' Council will be an active participant on the District 2 Leadership Team in the development of the District 2 Comprehensive Educational Plan (D2CEP), District 100.11 Plan, including the district 2 PARENT AND FAMILY ENGAGEMENT POLICY (D2PFEP).

i. Ensure that the Title I parent governance structure selected by parents for Title I consultation and planning is in place and receives support and ongoing professional development opportunities to help build their ability and capacity to engage Title I families in strengthening the

education of their children. Ensure that either a Title I position is created in all PA/PTAs of Title I schools in District 2 or that a Parent Advisory Council is established in every Title I District 2 school.

- j. Ensure that the D2 PIP is translated in the dominant languages spoken by parents in the district and distributed widely to all schools within the district receiving Title I funding;
- k. Facilitate the annual review and evaluation of the D2PIP to determine the effectiveness of the policy and make revisions when necessary to improve the policy and the quality of parental involvement;

l. Provide and facilitate opportunities for parental input on the district

2. PARENT AND FAMILY ENGAGEMENT POLICY, with support from Division of Family and Community Engagement, the Manhattan High School Borough Advocate and the District 2 Family Coordinators.

3. Community School District 2 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance in support of district schools receiving Title I funds by taking the following actions:

a. Collaborate with the Division of Family and Community Engagement to provide professional development opportunities for administrators and staff in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build partnerships between parents and the school;

b. Collaborate with the Division of Family and Community Engagement to provide professional development opportunities for Title I parents and families in how to work with educators to improve student achievement and school quality;

c. Seek assistance from with the Division of Family and Community Engagement, the District 2 Presidents' Council, the Manhattan High School Borough Advocate and the District 2 Family Coordinators to ensure that one of the following options (if applicable), in addition to the Parent Association or Parent Teacher Association for Title I Governance Structure (e.g., subcommittee of the Parent Association, parent subcommittee of the Parent-Teacher Association, Parent Advisory Council) is formed in each district school receiving Title I funding;

d. Ensure that school and parent leaders have access to resources and guidance which will allow them to become more knowledgeable about the provisions of Title I legislation through support, materials and training;

e. Collect, review, and maintain on file (in collaboration with the Division of Family and Community Engagement and/or Borough or District Family Coordinators) copies of parent involvement policies and School-Parent Compacts from each school;

f. Collaborate with the Division of Family and Community Engagement and District 2 Presidents' Council to ensure that each district Title I school conducts the required Title I Parent Annual meeting each fall and shares information with parents about the school's Title I status and program, their right to be involved, and the requirements under Title I, Part A;

g. Communicate with district schools to ensure that the information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand using the school's Translation and Interpretation allocation.

4. Community School District 2 will encourage its schools with early childhood grades to coordinate and integrate parental involvement strategies under programs such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs, with other parent involvement programs by:

a. Partnering with Early Childhood staff at the central, borough, and school level to plan and facilitate meetings and other activities for parents and families;

b. Collaborating with Pre-K Borough Director, Pre-K Borough Instructional Manager, Pre-K Family Worker and Pre-K Social Worker to conduct extensive outreach to parents and families providing salient Pre-K information regarding enrollment, program standards, comprehensive services, school-age programs and other specific supports as requested by the parent or family;

c. Facilitating home-school connections;

d. Working with classroom staff/teacher to engage parents and build their capacity to support their children's education;

e. Facilitating activities that will raise the literacy level of families in partnership with internal and external partners (e.g., Community Based Organizations) that provide GED and ESL classes and other related services);

f. Coordinating transition activities at two levels: a) home to pre-school and b) pre-school to school age (e.g., workshops, fairs, conferences) (utilizing combined school-level resources with district Title I schools, Pre-K/Head Start program and community partners) to build relationships and capacity and create a seamless transition for children and their families;

g. Facilitating the sharing of student information with parents including (e.g., results of initial screening and ongoing progress/monitoring;

h. Providing materials for parents to support their children's education;

i. Facilitating the translation of materials and other resources in the dominant languages spoken by parents;

j. Encouraging and supporting parents in full participation in the education of their children by (monitoring attendance, homework completion, and positive use of extra-curricular time); and

k. Providing for the health and well-being of their children including, but not limited to discipline, nutrition, and hygiene.

5. Community School District 2 will, in collaboration with its schools, 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 parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement 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 school district will use the findings of the evaluation about its parental involvement policy and activities to design evidence-based strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parent and family engagement involvement policies in support of district schools receiving Title I funds and:

a. Provide, to the extent feasible, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school and district reports in a format and, to the extent practicable, in a language the parents can understand:

b. Offer flexible meeting times for parents, such as meetings in the mornings, or evenings to accommodate parent schedules:

c. Present the District Parent and Family Engagement Policy annually in a format and, to the extent practicable, in a language the parents can understand during regularly scheduled District Leadership Team meetings; Involve parents, in an organized, ongoing, and timely way in the opportunity to review and respond in writing to the PARENT AND FAMILY ENGAGEMENT POLICY evaluating its content and effectiveness; and

d. Use the findings of the evaluation of the parental involvement policy and activities to design evidenced-based strategies for more effective parental involvement, and to revise, if necessary, with the involvement of parents, its parent and family policy.

6. Community School District 2 will, in collaboration with its schools will work with the Division of Family and Community Engagement to help schools build capacity for creating effective parental involvement models, and support the partnership among the schools involved, parents, and the community to improve student academic achievement by

taking the following actions:

- a. Provide assistance to parents in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local assessments, the requirements of Title I, Part A and how to monitor a child's progress and work with educators to improve the achievement of their children.
- b. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- c. Provide training for parents and parent leaders of Parent Associations, Parent-Teacher Associations, District and Borough Presidents' Councils, School and District Leadership Teams, school and district Title I Parent Governance Structures and Community and Citywide Education Councils;
- d. Disseminate timely information about conferences, workshops and symposiums to parents, citywide parent leadership structures and Parent Coordinators;
- e. Provide such other reasonable support for parental involvement activities under this section as parents may request.

7. The school district will, in collaboration with its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement in support of district schools receiving funds under this part, by:

- a. Encouraging schools to donate time, materials, and other resources to support district-wide parent involvement activities and events;
- b. Providing access to space, where feasible, to support parenting and adult education classes (e.g., ESL, GED, job readiness);
- c. Establishing an area within the district to house resources (e.g., computers, educational materials and/or publications, professional development materials and handouts);

8. Community School District 2 will, with the assistance of its schools, educate its teachers, pupil services personnel, principals and other staff, 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 in support of district schools receiving funds under this part, by taking the following actions:

- a. Hosting, in collaboration with the Division of Family and Community Engagement and New York State Education Department, an annual district orientation for principals, teachers, staff

and parents regarding Title I programmatic requirements;

- b. Sharing professional development materials and other resources and guides made available by the Department of Education and New York State Education Department with school communities; and
- c. Hosting district-wide meetings to showcase best practices demonstrated by schools that build and sustain successful school-family partnerships and relationships.

### **PART III. DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT**

**POLICY COMPONENTS** The **PARENT AND FAMILY ENGAGEMENT POLICY** of the D2 DLT engages the Community Education Council 2, the Citywide HS Education Council, as well as District 2 Presidents' Council, Manhattan HS Presidents' Council and parent members of the D2DLT who are duly elected by parents. Below are the suggested goals:

1. To assist parents in educating their children, it is recommended that CSD2 teachers be responsible for scheduling an individual meeting with the parents of students in their class who are not meeting grade/topic benchmarks. These meetings are not part of 4 mandated NYCDOE Parent – Teacher Conferences scheduled citywide. These individual meetings are to provide an opportunity for the teacher and parent to discuss and determine how both parties may assist the student in reaching grade level academic benchmarks.
2. Schools will be encouraged to determine the dates and times of various workshops based on school created parent surveys. If workshops occur in the evenings and on weekends, childcare should be provided. Translation available for ELL families. All methods of communication will be used including e-mails, texts, robo blasts, school messaging systems, school apps, school websites, phone calls, newsletters, flyers in all applicable languages of the school community.
3. District 2 recommends the following additional means to communicate with families and support individual student progress:
  - Schools will make use of the extra parent engagement time built into all teacher's schedules. The school will determine if the use of the teacher's parent involvement time is effective, i.e., has a meaningful effect on student outcomes.
  - Schools will make computers available to parents so they may have access to their child's NYC Schools Account; and other DOE approved web-based curriculum applications; -Schools will advertise the free UFT Dial-A-Teacher Homework Helpline so families can support their children;
  - Encourage principals to have monthly meetings for parents at a time convenient for parents; - Encourage principals to have family oriented workshops utilizing literacy and math coaches to give strategies and to have parents do an activity with their children at the event which would feature fun academic activities.

### **PART IV. ADOPTION**

This policy was adopted by the District Leadership Team for Community School District 2 on



November 10, 2023, and will be in effect for two years. The school district will distribute this policy to all parents of participating Title I, Part A children in the dominant languages spoken by parents in District 2 schools receiving funds under Title I, Part A on or before January 31, 2024.