

ELMONT UNION FREE SCHOOL DISTRICT  
Elmont, New York

RELATIONS BETWEEN PUBLIC AND STUDENTS

1316

PARENT INVOLVEMENT

COMMUNITY RELATIONS

The Board of Education believes that positive parental involvement is essential to student achievement and thus encourages such involvement in school educational planning and operations.

I. Purpose:

In the spirit of Elmont Union Free School District/family and community partnerships, this policy seeks to strengthen the partnership among parents/ caregivers, staff, schools, the community, the Superintendent, and the Board by providing for parents' involvement in decision-making as members of shared- decision making team, local parent groups and district-wide committees. This partnership will be further strengthened by expanding training programs that help the individual parent support his or her child at home. The policy outlines areas in which parents shall participate in local school and district-wide matters, and is supplemental to rights of parents guaranteed by Board of Education policy and state and federal laws.

This policy in no way eliminates an individual parent's right to make his or her feelings known at any level in the district on any topic of concern, nor does it prevent the district from involving individual parents in appropriate situations.

II. Definition of Parent Involvement

The Board of Education recognizes that the caregiver for a child may be a parent, grandparent, extended family member, foster parent, guardian or any other legally authorized individual who has the sole responsibility of raising the child.

Generally, parent involvement may be defined as the "engagement of the parent as an important resource and partner in the education of the child". However, parent involvement has been defined in a number of ways by scholars, school staff, and parents. Not all parents choose to become involved in the same manner. It becomes necessary, therefore, for involvement opportunities to be provided to parents at several different levels.

### III. No Child Left Behind Act of 2001

Parental involvement may take place either in the classroom or during extracurricular activities. However the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents and children).

The Board of Education recognizes the requirements addressing parent involvement within the federal NO Child Left Behind Act of 2001 (NCLB), signed into law on January 8, 2002, and the significant changes that are being made in federal education. As a Local Education Agency (LEA) that receives targeted assistance funding, under Title I, the Elmont UFSD must develop programs, activities, and procedures for implementing effective parent involvement to improve student achievement and school performance (NCLB §1118). It will do so by the following means:

- Involve parents, annually, in the joint development of the Parent Compact as it relates to NCLB (**see Parent involvement Policy Revision 2011-2012**).
- Coordinate and integrate parental involvement strategies under research-based education programs.
- Involve parents in the decisions regarding how funds provided to schools are allotted for parental involvement.
- Involve parents as decision-makers in the planning, review and improvement of programs through shared decision making in conjunction with Board Policy regarding Shared-Decision Making Teams.
- Provide parents with a description and explanation of the curriculum and the forms of assessments used to measure student progress.
- Provide parents with information regarding classroom teacher qualifications.
- Provide training and information sessions for parents on understanding their rights under NCLB.
- Conduct an annual evaluation of the content and effectiveness and implementation of the parental involvement policy District-wide and at the school level.

In carrying out the parental involvement requirements, the Elmont Union Free School District shall provide full opportunities for participation of parents of limited English proficient children, parents of students with disabilities, parents of migratory children and the homeless.

### IV. Parent Representation

#### A. Parent as Teachers of Their Children (“My Child”)

Parents are their children’s first teacher. The Board supports the expansion of parent education programs at the school level in order to empower parents with the knowledge and skills with which to support their children’s development in the home.

B. Parents as Volunteers

Both schools and families benefit when parents assist on school programs as volunteers, e.g., on special school committees such as shared decision making teams, in the classroom on special projects or any other committee that the school principal establishes pertaining to the school program.

C. Parents as Leaders at the District Level

Parents play a vital role in developing and implementing decisions and/or policies which involve new curricula, programs or long-range plans.

Several opportunities exist for this type of involvement such as district-wide parent groups and Board sponsored committees and projects.

D. District-Wide

There is a district-wide parent association. The purpose of this association is to provide parents with involvement opportunities as leaders at the district level. This body shall consist of representatives of the PTA. This body will meet periodically with the Superintendent, his/her representative and/or members of the Board of Education to bring common constituency issues to the attention of the Superintendent and the Board of Education.

E. School Level

PTA

Each school will have a parent organization, (PTA) that focuses work around parent involvement e.g. parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community that is connected to the work of the Shared-Decision Making. Principals will work collaboratively with the PTA of their school to develop and sustain a parent organization in their school.

Shared- Decision Making Teams

Parent representatives to Shared-Decision Making teams shall be elected by the parents in each school, as per current guidelines for Shared- Decision Making. Every school in the district is required to have a planning team. Parent representatives shall be responsible for communicating with their constituencies and for representing parent opinion on the teams.

V. Areas of Cooperation

The Board administrative staff and shared-decision making teams shall retain their responsibilities for making decisions, and shall actively seek the input of parents in all matters relating to the following issues, identified as areas of cooperation between parents and the district:

- Shared-Decision Making
- Capital and Operating Budget
- Curriculum/ Textbooks
- Student Support Services
- Special Education

- Special Services
- English Language Instruction

Parents will be informed of all meetings and topics of the Elmont Union Free School District Board of Education in a timely manner. Board meetings will be listed on the District's Annual Calendar, which is provided to parents in the summer prior to the start of the school year. Other meetings will be publicized through the media, school parent groups, on the District's web site and school bulletin boards.

#### VI. Evaluation

The Superintendent will report annually to the Board of Education on the effectiveness of parent involvement. The report will evaluate parental involvement using the measures identified in the key result areas within the Strategic Plan and the requirements of NCLB. Such reports will be considered by the Board of Education, in determining necessity for, and parameters of periodic updates or revisions of this policy, consistent with the provisions of the parental involvement section of the Improving America's Schools Act of 1994, 2- I/S/ C 6319 (2002).

Upon receiving the Superintendent's annual report, the Board may then direct that a steering committee be convened for the purpose of identifying barriers to success, and to recommend policy changes to overcome those barriers. **(PIP 2011-2012 Revision)**

Policy

Adopted: 4/19/05 (Approved at 4/19/05 Board Meeting)

Amended: