

TITLE I PARENTAL INVOLVEMENT POLICY

The Board of Education believes that positive involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental involvement may take place either in the classroom or during extra-curricular 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 directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parental involvement.

Title I Parental Involvement-District Level Policy

NOTE: Under the federal No Child Left Behind Act of 2001, school boards receiving federal Title I funds must adopt a written parent involvement policy that is developed jointly with, agreed on with, and distributed to, parents of participating children and is incorporated into the district’s Title I plan.

Consistent with the parent involvement goals of Title 1, Part A of the federal No Child Left Behind Act of 2001 (NCLB), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents of students eligible for Title 1 services in all aspects of their child’s education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parental involvement policies, as further required by the NCLB.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parental involvement programs, activities and procedures at both the district and individual school level must ensure that parents:

- Play an integral role in assisting their child’s learning.
- Are encouraged to be actively involved in their child’s education at school; and
- 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 term parent refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

District and school level Title I parental involvement programs, activities and procedures will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

NOTE: With respect to parents and disabilities, the Guidance clarifies that schools and districts must provide an opportunity for parents with disabilities to request auxiliary aids and services of their choice, such as sign language interpreters and large-print or Braille materials. The parents' choice must be honored unless there is another effective means of communication or the use of the means chosen by the parent would fundamentally alter the service, program or activity involved, or cause an undue financial and administrative burden on the district.

As further required by the NCLB, parents of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that are not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents also will participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

Parent participation in development of district wide parental involvement plan

The Board, along with its superintendent of schools and other appropriate district staff will undertake the following actions to ensure parent involvement in the development of the district wide parental involvement plan:

The district staff shall offer a flexible number of meetings at flexible times (e.g., morning or evening) to provide parents the opportunity to become full partners in the development of the plan. Principals' Opening Year Coffees are held in the morning hours, to give opportunity for those unable to get to the evening Open House meetings as an alternative time to meet teachers. E-mail, personal telephone calls, Parent Advisory Committee (PAC) (Daytime), PTSA and Board of Education meetings are additional examples of parent outreach.

Review of district wide parental involvement plan

The Board, along with its superintendent of schools and other appropriate staff will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent involvement policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

The Building Principal and appropriate staff shall convene with the involvement of parents an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools. This will include identifying barriers to greater participation by parents, use of the findings of the evaluation to design strategies for more effective parent involvement and revision if necessary of the parental involvement policies at the LEA and school level. A Subcommittee of each buildings Principal's Advisory Committee (PAC) and Title I parents will be convened to address this annual evaluation requirement. Translators will be available.

Development of school level parental involvement plans

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided technical assistance and all other support necessary to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will direct that meetings be held at flexible times with telephone and e-mail outreach for attendance, web page links and translators provided at parent meetings.

Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Assist parents in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will:

The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, to explain Title I requirements and the rights of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting. The Literacy Partners in Learning Program will provide parent training to enhance their children's literacy development with translation services provided and take home materials to support instruction. Information will also be disseminated via PTSA meetings, Principals' newsletters, Principal's Advisory Committee (PAC) and Board of Education Public Meetings.

2. Provide materials and training to help parents work with their child's academic achievement. To achieve this objective, the district and its Title I schools will:

Provide literacy programs that bond families around reading and use of the public library, provide information about the essential components of reading or math instruction to enable

parents to support the instructional practices used by the teacher, train parents in the use of the Internet to enable them to use class server to access their children's homework, and other opportunities to promote student achievement.

3. Educate its teachers, pupil services personnel, principals, and other staff in understanding the value and utility of a parent's contributions and on 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 schools.
4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.

Coordination of parental involvement strategies

The district will coordinate and integrate strategies adopted to comply with the NCLB Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with any of the following applicable programs: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, State-operated preschool programs and other programs. They will do this by:

encouraging parental participation in mentoring workshops/and experiential learning held at convenient times with translation services provided for the K-1 Literacy Partners in Learning Program. Strategies to strengthen the home/school partnership include outreach to nursery schools including procuring school scholarships for preschool students, collaboration with community organizations to identify at risk preschool children and providing weekly in home mentoring literacy experiences. The Building Principal will be responsible for coordinating programs and strategies. Parent workshops and cable access television will be held to educate parents in the use of our research based curriculum and assessment, i.e Growing with Math, Connected Math, Trophies etc.

**Rye Neck Union Free School District
No Child Left Behind**

Written Complaint and Appeal Procedures

**For Title 1, Parts A, C, and D
Or Section 100.2 (ee) of Commissioner's Regulations
Regarding Academic Intervention Services**

As required by Title XIV, General Provisions of the Elementary and Secondary Education ACT (ESEA), the New York State Education Department (NYSED) has adopted the following procedures for receiving and resolving complaints and for reviewing appeals from decisions of local educational agencies (LEA's). Complaints concerning violations of ESEA Title 1, Parts A, C and D, or of the General Education Provisions Act; or of Section 100.2 (ee) Academic Intervention Services of the Regulations of the Commissioner are covered by these procedures.

LEA must disseminate free of charge, adequate information about the State Complaint and Appeal Procedure to parents of students, and appropriate private schools or representatives. (General Provisions Regulations, 34 CFR Sections 299.10-299.12)

Procedures for Filing Complaints/Appeals

Any public or nonpublic school parent or teacher, other interested person, or agency may file a complaint.

All complaints must:

- be written;
- be signed by the person or agency representative filing the complaint;
- specify the requirement of law or regulation being violated and the related issue, problem, and or/the concern;
- contain information/evidence supporting the complaint; and
- state the nature of the corrective action desired.

An appeal must contain:

- a copy of the original signed complaint (see 1-B);
- a copy of the LEA's response to the original complaint or a statement that the LEA failed to respond in 30 business days.

In New York City or rest of State outside New York City, a copy of the LEA and the Department of Education's response to the original complaint or a statement that the Department of Education failed to respond with 30 business days; and a statement identifying those parts of the LEA's response which the party wishes to appeal..

Complaints/appeals regarding the LEA's administration and implementation of its ESEA Title 1 Grant or Academic Intervention Services for students identified under Commissioner's Regulations, Part 100 should be sent first to the School Superintendent of the LEA against whom the complaint is made. The LEA has a 30 business day period in which to resolve a complaint.

Title 1 complaints should be first sent to the Superintendent of the LEA. If the local LEA fails to resolve the complaint within 30 business days, or fails to resolve the issue to the satisfaction of the complainant, the complaint should be sent to the Title 1 School and Community Services Office, Room 365 EBA, New York State Education Department, 89 Washington Avenue, Albany, New York 12234.

The State Education Department will review complaints when the complaint pertains to:

- the State's administration of the ESEA Title 1 Basic Grant, Migrant Education, or Neglected or Delinquent Program.
- an appeal from the decision of an LEA regarding an action by the LEA.

Complaints that do not meet any of the above criteria, including complaints concerning the LEA's administration of its Title 1 Program, will be referred for possible resolution to the LEA against whom the complaint is made.

Within 60 business days of the receipt of the complaint/appeal, Department staff will complete an on-site review (if necessary) and/or records examination and will notify all parties of its findings. An extension of the 60-day complaint resolution period is permitted under CFR Part 299.11 (b), for exceptional circumstances.

Complaints//appeals regarding Title 1 for LEA's outside of New York City local school districts /schools should be sent to:

New York State Education Department
Title 1 School & Community Services Office
Room 365 EBA
89 Washington Avenue
Albany, NY 12234

An appeal must be requested and postmarked within 20 business days of receipt of the LEA's response to the original complaint.

The Title 1 representative in the State Education Department office who is assigned as the program manager for the LEA against which the complaint is made and other Department staff as may be appropriate shall conduct the review of complaints or appeals.

The State Education Department's response shall contain:

- the names of persons interviewed;
- the records or other evidence examined;
- relevant dates/times/locations/events;
- summary of findings; and
- nature of corrective action to be taken including applicable timelines.

Failure of the LEA to take corrective action within the time period stipulated in the complaint resolution shall be cause to withhold all, or a portion of, the Title 1 allocation to the LEA.

The State Education Department will maintain copies of correspondence, related document, for five years. Records will be made available to interested parties in accordance with the provisions of the New York State Freedom of Information Law (Public Officers Law Sections 84-89).

The State Education Department has determined that exceptional circumstances may include, but need not be limited to, such occurrences as:

- illness of involved parties;
- cancellation of scheduled on-site reviews due to unscheduled school closings;
- the need for extended review activities beyond those specified in the written notification; and/or
- any other mutual agreement to changes in review scope or activity.

When exceptional circumstances are identified, the revised date for the completion of the complaint review will be provided in writing to all parties involved in the complaint or appeal. All parties to the complaint have the right to initiate a request for an extension beyond the 60 business day complaint resolution period based on exceptional circumstances. All such requests must be presented to the State Education department.

Parties dissatisfied with the State Education Department's complaint resolution may file an appeal directly with the United States Department of Education at:

United States Department of Education
Compensatory Education Programs
400 Maryland Avenue, S.W.
Room 3W230, FOB#6
Washington, D.C. 20202-6132

