

**(X) Required** Local Notice

## **PARENTAL INVOLVEMENT**

The Board of Education of the Riverhead Central School District endorses the goals for parental involvement as expressed in Title I of the No Child Left Behind Act [NCLB] of 2001. The NCLB Act of 2001 encourages participation of parents of children eligible for Title I services specifically and more generally, participation of all parents, in all aspects of their child's education, including the development and implementation of District programs, activities and procedures designed to carry out the intent of the NCLB parental involvement goals. In accordance with the NCLB requirements, the District will involve Title I parents in the joint development of its Title I Plan. If a parent is not satisfied with the Title I Plan, s/he may submit written comments to the District Clerk and these shall be forwarded to the New York State Education Department.

The Board of Education [BOE] further encourages the creation of special programs that encourage and promote the involvement of illiterate, semi-literate, and non-English speaking parents. The BOE directs the Superintendent of Schools to design a home-school communications program in an effort to encourage and promote all forms of parental involvement.

### **Parent Involvement: Title I Plan Development**

- A School Coordinating Committee, comprised of Title I school building principals, volunteer instructional staff, and parent representatives/volunteers, shall be convened to plan and coordinate parental involvement activities. Activities such as Open House Days and Evenings, parent-teacher conference days, a Foster Grandparent Program and Parent Teacher Organization/Association meetings are examples that offer opportunities to communicate services provided. Additionally, reading teachers and building principals will have access to documents and parent involvement activities for their school. Parent involvement shall also include parents acting as class parents, volunteers, reading volunteers, and library volunteers. The District-wide telephone communication service will continue to provide parents with invitations for various committee and team participation.
- The District Universal Pre-K programs, Title III LEP programs, and Parent Teacher Organizations/Associations integrate and coordinate Title I parent involvement strategies. Examples of these efforts include, but are not limited to, Pre-K parent school visitations and communications, social worker outreach to prospective Pre-K parents promoting enrollment in

Pre-K, provision for interpreters for non-English speaking parents at all parent-teacher conferences, assemblies, and conferences to the greatest extent feasible.

District after school programs shall incorporate parent involvement strategies by seeking parent participation and volunteerism.

- The District Parental Policy # 1900 shall be evaluated for both its effectiveness and efficacy on a regular basis, but no less than once during each school year. A Title I School's committee of parents, volunteer instructional staff, and administrators shall work on continued public relations and improved school to parent communications.
- Title I schools shall involve parents in school activities, including before and after school programs. Parents shall be invited to early morning breakfast and to District after-school programs.

**Parent Involvement:  
Building Capacity for Involvement District-Wide**

In an effort to ensure effective and timely involvement of parents and to support a partnership with each of the RSCD schools, its parents, and the general community, each RSCD school and the District shall:

1. Provide assistance to parents of children served by the school or Local Education Agency [LEA] to understand such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and technology use, as appropriate, to foster parental involvement;
3. Educate instructional staff, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and build ties between parents and the school;
4. Coordinate and integrate to the extent feasible and appropriate, parent involvement programs and activities with Head Start, Even Start, for pre-school youngsters, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Ref: 20 USC §6318(a)(2), No Child Left Behind Act of 2001 (§1118 of the Elementary and Secondary Education Act)  
8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)  
U.S. Department of Education, Parental Involvement, Title I, Part A, Non-Regulatory Guidance, April 23, 2004

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