PARENT AND FAMILY ENGAGEMENT POLICY

Section I The Jackson Public School District believes that effective parent and family engagement programs must be designed to provide leadership for home and school partnerships and to promote schools' commitment to building level planning and improvement. The Elementary and Secondary Education Act of 1965 (ESEA) amended as the Every Student Succeeds Act (ESSA) 2015 establishes the role of the school in involving parents and clarifies the relationship between the local school's role in parental and family participation and the role of the local educational agency (LEA). Research demonstrates that a positive impact on student success results when schools effectively involve parents and families. This policy contains three components: (1) parental and family involvement; (2) shared responsibilities for high student performance; and, (3) building capacity for involvement.

It is the policy of the Jackson Public School District to do the following:

1. Provide coordination, technical assistance, training, support and resources to assist schools in planning and implementing effective parent and family engagement programs through the leadership of the district's Office of Federal Programs;

2. Build the schools' capacity for stronger parent and family engagement programs through the provision of site based management;

3. Involve parents and families in the development/evaluation of school plans and policies through the provision of district-level consultation with the Office of Federal Programs, the school's site council and other district-wide planning committees;

4. Enhance efforts to meet the total needs of families and schools by coordinating services and strategies with existing community agencies, programs and businesses; and

5. Reserve resources required by federal law and provide additional resources needed for effective implementation of all parent involvement components.

The Jackson Public School District promotes family engagement on all levels, including but not limited to:

- Creating a climate that fosters and supports family participation in the schools

- Corroborating the link between parental engagement and student achievement
- Providing opportunities for staff and interested adults to build stronger relationships between home and school

Section II

The building administrators, teachers, and support staff shall make efforts to promote an inviting atmosphere for parents and families to feel accepted and to share in the responsibility for their child's academic progress. The building staff shall also perform the following tasks:

1. Each Title I school must notify parents of its parental involvement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, Title I schools must make their parents and families engagement involvement policy available to the local community and update it periodically to meet the changing needs of parents and the school;

2. Encourages the participation of parents and families of students eligible for Title I services in all aspects of their child's education, including the development and implementation of District programs, activities, and procedures designed to carry out the Every Student Succeeds Act (ESSA) parent involvement goals;

3. To support the efforts of parents by providing flexibility in meeting and conference times, purposes and locations;

4. To convene annual meetings to explain school programs, policies and plans;

5. To involve parents in planning and evaluation procedures;

6. To provide timely information regarding meetings, activities, and requests for parent responses;

7. To provide prompt, personal responses to parents' requests and recommendations;

8. To strengthen the effectiveness of parents' ability to work with their children at home by providing training and support;

9. To provide school performance profiles that clearly show parents the schools' progress toward meeting state standards;

10. To provide opportunities for parents to assist in the instructional process at school and at home;

11. To provide regular, timely information for parents about their child's participation and progress in all educational programs;

12. To utilize creative, timely means of communication with parents;

13. To model positive communication with parents and practice methods to resolve conflicts;

14. To provide a comprehensive range of opportunities for parents to become informed and involved;

15. To provide a description and explanation of the curriculum, assessment and expected proficiency requirements;

16. To develop homework practices that foster successful learning experiences for parent and child;

17. To assess the needs of families and design training opportunities that address these needs;

18. To assess the professional development needs of staff members and provide training opportunities designed to strengthen staff involvement with parents;

19. To coordinate services with the school counselor, social services and community agencies to address key family issues;

20. To recognize the diversity of family structures, circumstances and responsibilities, including differences that might hinder parent participation;

21. To develop a school-parent compact designed to outline the role of parent, child and school personnel in the shared responsibility for learning;

22. To work constructively with school level parent teacher associations (PTAs) and other parent organizations to actively involve parents in their child's school;

23. Under the McKinney-Vento Homeless Assistance Act, schools must identify children and youth in homeless situations and provide appropriate services.

Homelessness is one who (A) lacks a fixed, regular and adequate nighttime residence and (B) includes – (i) children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children. Information will be shared about McKinney-Vento services, rights, and definitions when a parent or youth cannot provide proof of residency, guardianship, or other documentation, or when they display other possible indicators of homelessness. Delaying the enrollment of a homeless student violates federal law and may place the student in danger.

24. To the extent practical, both the district and its Title I schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Activities in this area include providing information and school reports in a format and, to the extent practicable, in a language such parents understand, and scheduling a flexible number of meetings convenient to parents;

25. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental and family engagement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents and families in activities under the policy, and revision of parent and family engagement policies necessary for more effective parental and family engagement.

SOURCE: Jackson Public School District, Jackson, Mississippi

LEGAL REF: Federal Register January 13, 1995; Title I of the Elementary and Secondary Education Act as Amended – Improving the Academic Achievement of the Disadvantaged (as amended through Feb. 28, 2003) Subpart I – Basic Program Requirements Sec. 6318 – Parent and family engagement

The Elementary and Secondary Education Act of 1965 (ESEA) amended as The Every Student Succeeds Act (ESSA) 2015

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