

## Community Relations

### Parent and Family Engagement in School Programs

The CREC Council recognizes that parents are important partners in the education of children. Parent engagement in a child's education is a major factor in improving school effectiveness, the quality of education and a child's academic success. Therefore, the CREC Council will promote an environment in our schools/programs in which parents, which will include family members, guardians, caregivers, or caring adults in students' lives, are valued as primary influences in their children's lives and are essential partners in the education of their children.

The CREC Council supports the development, implementation and regular evaluation of a parent involvement program in each school/program.

The CREC Council will engage parents and families in regular, two way, and meaningful communication, addressing student achievement and ensuring that parents and family members:

- play an integral role in assisting their child's learning,
- are encouraged to be actively involved in their child's education,
- 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,
- are welcome in the school/program and their support and assistance are sought,
- have a voice in the planning and decision making at both the school/program and district level, and
- will be afforded opportunities for involvement in the educational process that take into consideration their work commitments.

In alignment with federal and state laws, CREC will:

- Inform parents of their school's participation in the Title I Program, its requirements and programming; their right to become involved in the school's programs and ways to do so; and their right to request regular meetings with school staff to offer suggestions and to participate, as appropriate, in decisions about the education of their children.
- Engage parents and families in the joint planning and development of CREC's Title I Program plan through the CREC Parent Senate.
- Engage parents and families in an Annual Local Review of the Title I Program and use the results of the Annual Review to address any identified barriers to parental participation; to meet the needs of families to help their children learn; and to identify successful parent and family engagement strategies.
- Hold at least three additional meetings, at various times of the day and/or evenings, for parents of children participating in the Title I Program, in order to provide parents with

information about: Title I programs; the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; making suggestions and participating appropriately in decisions relating to the education of their children; bringing their comments, if they are dissatisfied with the school's Title I Program, to the Executive Director of CREC. Parents may attend such meetings by telephonic, video, or other conferencing platform.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

- Hold an additional meeting during periods when CREC provides virtual learning for more than three consecutive weeks, and one additional meeting every six months thereafter for the duration of such period of virtual learning. CREC will request from each student's parent the name and contact information of an emergency contact person who may be contacted if the student's parent cannot be reached to schedule such meeting(s).

A teacher conducting such meeting(s) must provide to the parent a copy of the document developed by the Department of Education about educational, safety, mental health and food insecurity resources and programs available for students and their families prior to such meeting(s). If a teacher is unable to make contact with a student's parent in order to schedule such meeting(s) after making three attempts, they shall report such inability to the principal/program director, who shall contact any emergency contact person designated by the student's parent, in order to ascertain such student and family's health and safety.

- Engage parents and families in developing, implementing, and reviewing School-Parent Compacts. The School-Parent Compacts shall describe the school/program's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling children in the Title I program to meet the State's academic achievement standards; indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and positive use of extra-curriculum time; and address the importance of parent-teacher communication on an on-going basis, with a minimum of two parent-teacher conferences each school year, frequent reports to parents, and reasonable access to staff.
- Engage parents and families in planning and developing effective parent and family engagement activities through representation on each school/program's Parent Teacher Organization.
- Build capacity for school, parent and family engagement by:
  - providing parents and family members with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators
  - providing materials, resources, and training to help parents and families work with their children to improve academic achievement
  - implementing a two-way communication system with parents and families that is regular and meaningful, and provides information in a format that is clear and

- understandable, and adaptive, if needed. Communication may include newsletters, regular contact with parents, parent teacher conferences; drop-in hours, home visits or use of technology.
- collaborating with business leaders and community organizations to offer opportunities for family-school engagement
- coordinating parent and family engagement activities with other federal, state, and local programs, including preschool, after school programs, etc.
- Provide opportunities for participation to parents with limited English proficiency, parents with disabilities, and those who are migrant workers.
- Provide technical assistance and support for schools/programs to develop and implement detailed and effective parent and family engagement policies and programs.

Parents are diverse in culture, language, gifts, and talents, and share in the school's/program's commitment to educational success. Because of this diversity, the engagements of parents may look different from family to family and school to school. The diversity of CREC families adds to the strength of CREC schools and programs.

This policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs, as evidenced by the CREC Parent Senate meeting minutes.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies, and procedures, as amended by P.A. 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children

Federal Statutes

Elementary and Secondary Education Act (ESEA), 20 U.S. C. 6301, et seq., as amended

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CAPITOL REGION EDUCATION COUNCIL  
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