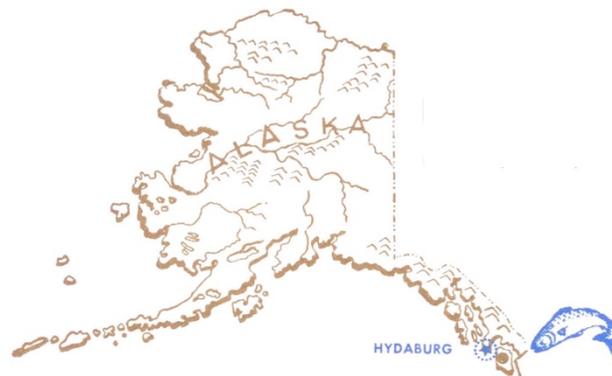


HYDABURG CITY SCHOOL/ DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

School year 2022-23



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Overview

In support of strengthening student academic achievement, **Hydaburg City School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

Hydaburg School agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
 - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents 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; and
 - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

Required Parent and Family Engagement Policy Components

Joint Development

Hydaburg School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including joint development of the district plan and opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parents and family members will be involved in the development of the school/district parent and family engagement policy and how parents will be involved in the planning, review, and improvement of parental involvement programs.

Parents have been involved in the development of this document using the EED template provided on their website where there is also additional information on parent/family engagement:

<https://education.alaska.gov/esea/title-i-a/parentfamilyengagement>.

At the first meeting at Hydaburg School, May 25, 2022, there was a small group discussion about the role of parents and the school's efforts to improve involvement after the challenges of Covid 19. The small group agreed that this document can be periodically reviewed at the annual Title I meeting, and that posting a survey on Facebook would be a good way to gather more ideas.

The 2nd meeting, Sept. 28, 2022 had low turnout. The draft of this document was reviewed.

A survey was posted on Facebook in Fall 2022 asking parents for feedback about involving them in school activities and in their child's education.

The principal will send out newsletters on a regular basis to inform parents of what is going on in school.

The principal conducts home visits to connect with families about student progress and attendance.

In spring of 2023 parents will be invited to participate in the development of the district plan as well as to review the Title IA program.

Annual Title I, Part A Meeting

Hydaburg School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

(Describe/List when the school will hold the Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved.

Hydaburg School will hold its annual Title I meeting in the spring. Notices will be posted on the school's Facebook page, the school website and the school outdoor 'reader board.'

Every effort will be made to accommodate parents' work schedules so generally this is best conducted at 5 pm and may include a potluck.

Annual Evaluation

Hydaburg City /school District will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions.

(Describe/List actions for how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)

- *The items listed above (i, ii, and iii) are included in the survey posted on Facebook in the fall of 2022.*
- *The survey will also be printed and available at the concessions stand at high school basketball games this winter.*
- *The feedback received will inform decisions on improvements to be made on the content and effectiveness of the parent and family engagement plan going forward.*
- *Survey results will be shared and discussed at the spring Title I A meeting.*
- *The federal programs manager will conduct the meeting and follow through with making necessary updates to this plan.*
- *Parent will be invited to participate in updating the Title I A district plan that is part of the yearly application process.*

Evidence-Based Strategies

The **Hydaburg City School District** will use the findings of such evaluation listed above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

- The term evidence-based means an activity, strategy, or intervention that—
 - demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or
 - - (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

(Describe/List how the district will use the findings from the evaluation to design evidence-based strategies for more effective parent and family involvement. How the district will revise the parent and family engagement strategies based on the evaluation results, as applicable.)

As noted above, the results of the survey will contribute to possible revision of this plan.

The federal programs manager, principal and superintendent will review the results of the survey.

The federal programs manager will present parents (who volunteer to participate in updating the plan) with information from at least one evidence-based study on involving parents in order to improve student performance at school and accomplishment of goals, including graduation.

Communications

Hydaburg School will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

(Describe/List how the parent and family engagement policy will be distributed to parents and family members and how the school is going to communicate with parents and family members including information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

The parent family engagement policy is referenced in the Title I section of the student handbook. Notices about meetings, activities, and events will be posted on the school Facebook page. The policy will be posted on the school website and the school Facebook page.

School-Parent Compact

Hydaburg School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

(Describe/List the process the school will follow to jointly develop with parents a school-parent compact.)

The school-parent compact was developed a few years ago and is included in the student-parent handbook and enrollment packet. It will be a topic of discussion at the annual Title I meeting in the spring.

Coordination

Hydaburg School will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

(Describe/List how the school will coordinate and integrate parent and family engagement strategies with other relevant programs, organizations, businesses, and community partners to provide additional supports and resources to families.)

Hydaburg Cooperative Association, (the tribe), Community Connections, (local behavioral health organization), the SouthEast Alaska Regional Health Consortium (SEARHC), Island Care Services (disability services) are organizations that collaborate with Hydaburg School. They will be invited to periodic meetings. Parent engagement activities will be coordinated with any programs they are running in the community.

Reservation of Funds

Hydaburg City School District will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Only applicable to districts with an allocation of \$500,000 or more.)

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district's parent and family engagement policy, including not less than 1 of the following:
 - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
 - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
 - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
 - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(Describe/List how the district will involve parents in the decision making about how the 1% reservation of Title I, Part A funds is spent. Describe/list how the district will ensure that at least 90% of the 1% goes Title I, Part A schools, with priority given to high-need schools.)

Not applicable since Hydaburg does not receive \$500,000.

Building Capacity of Parents and Family Members

Hydaburg School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
 - The challenging State academic standards.
 - The State and local academic assessments.
 - The requirements of Title I, Part A.
 - How to monitor a child's progress.
 - How work with educators to improve the achievement of their children.

(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents and family member in helping their student's academic success.)

Hydaburg School offers a variety of ways that parents can learn more about their child's classes, state standards and class objectives.

Parents agreed that at the start of the school year there will be a back-to school dinner/meet and greet so that parents and students can meet new teachers and interact in a social setting.

Each fall Hydaburg School's testing coordinator/school counselor hosts an information night about state testing. Throughout the year there may be guest speakers, family literacy nights, math help sessions, field trips.

The requirements of Title I A have been added to the student handbook for 22-23 and information has been added to the Hydaburg School website.

For the 22-23 school year every Friday will be an Elder's lunch at the school.

The principal mails out a newsletter every Friday.

Parent resources can be posted on the school website or on Facebook. For example, this site offers many tips on how to rephrase "how was school today?"

<https://www.edutopia.org/blog/parents-fifteen-questions-replace-how-was-school-today-elena-aguilar>

Building Capacity of School Staff

Hydaburg School will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

(Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners.)

During in-service there is a presentation about effective ways to connect with parents.

The principal, federal programs manager and school counselor will work together to gather any resources for teachers about parent and family engagement.

Hydaburg School will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

(Describe/List actions the school will take to provide other reasonable support for parental involvement activities.)

At any parent meetings, the school will provide snacks and drinks as allowable in the Title I grant.

Some meetings will be potluck style.

Meetings will be held at times when most parents are available (after working hours).

Minutes from meetings will be posted on the school Facebook page as well as posted on bulletin boards in the school library.

Building Capacity for Engagement – Optional

NOTE TO THE SCHOOL: The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school–

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

(Describe how each discretionary items checked above will be implemented.)

Literacy training may be provided by Hydaburg teachers in order to help parents become more effective in helping their own children with homework.

Hydaburg School makes every effort to work with parents/guardians to meet their scheduling needs when it comes to meetings or events that may be of interest to them.

Hydaburg may invite parents to be part of an advisory council in order to improve our parent engagement.

Adoption

This school parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by a sign-in sheet.

This policy was adopted by **Hydaburg School** on **9/28/22** and will be in effect for the period 2022-2023 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **December 1, 2022**.

Printed Name of Principal: Beau Abernathy

Signature of Principal: Beau Abernathy Date: 9/28/22