

REGULATION KB-R

Las Cruces
Public Schools

Related Entries: KB, KCB-R, IJOC-R

Responsible Office: Associate Superintendent for Instruction

PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT

I. PURPOSE

To establish procedures that will facilitate the involvement of all parents/guardians in their child's education and in the educational process. Procedures shall also foster the engagement of parents in the planning, implementation, evaluation, and revision of the Title I program at each participating school and at the district level.

II. DEFINITIONS

- A. *"DAC"* means the District Advisory Council, which consists of members from all LCPS schools' advisory councils.
- B. *"DDLAC"* means District Dual-Language Advisory Council.
- C. *"Educational Plan for Student Success" (EPSS)* means the school or school district's strategic plan for continuous improvement.
- D. *"SAC"* means a School Advisory Council, which consists of parents, community, and staff members (and students at the high schools) who are elected by their school communities on a school advisory group.
- E. *Title I, Part A* means the federal program that provides supplemental funding to state and Local Education Agencies (LEA) to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards.

III. PROCEDURES

Las Cruces Public Schools will facilitate parental involvement in all schools by utilizing the following strategies:

A. EDUCATIONAL PLAN FOR STUDENT SUCCESS (EPSS)

- 1. Parents play an integral role in assisting student learning; therefore, parents will be encouraged to participate in the development, review, and

update of each school's and the district's EPSS. Invitation of participation will be through a variety of communications such as letters, flyers, phone calls, the district's web site, Internet communications, and the utilization of marquees at each school site.

2. Services of a translator will be offered to parents during EPSS planning sessions, as needed.

B. COMMUNICATION

1. Communication is the foundation of effective family engagement. LCPS and its schools shall communicate with families regularly and clearly. Information shall include, but is not limited to:
 - a. Student academic achievement, student progress, and school conferences;
 - b. Learning objectives, standards and classroom expectations;
 - c. Methods of assessment;
 - d. School Advisory Council meetings, activities, and student and family events;
 - e. School programs and student services;
 - f. School regulations, discipline codes and safety information.
2. Personal contact is the best way to promote two-way communication. Communication can also be accomplished through a variety of means including, but not limited to:
 - a. Newsletters, handbooks, flyers, school bulletin boards, and marquees;
 - b. Letters and phone calls from teachers, staff and principals;
 - c. Parent-teacher conferences, open houses, and home visits;
 - d. Internet communication tools, e-mail, and voice mail.
3. Schools will reach out to community groups and faith-based organizations to engage families, including those from low-income and diverse cultural backgrounds, who sometimes do not feel comfortable in schools.

C. SCHOOL ENVIRONMENT AND VOLUNTEERS

1. Parents and volunteers shall be welcomed and their support and assistance shall be an important aspect of each school's educational process.
 - a. All schools and the district shall assist parents and community members with the appropriate paperwork and clearances necessary to become a school volunteer (see policy IJOC);
 - b. Families and volunteers can support schools and children's learning as tutors, classroom assistants and curriculum resources, as well as assist with field trips and in the lunchroom, nurse's office and front office.
 - c. Parents shall be included to organize school events and assemblies, student performances, athletic and extra-curricular events, and other school-related activities.
2. Schools should create an environment that welcomes participation, starting with welcoming signs that greet visitors at the school door in the languages spoken by the community.
3. School-based family resource centers shall provide information, links to social services, and opportunities for informal meetings with staff and other families.
4. Teachers, counselors and other educators shall inform parents of middle and high school students as to what courses students should take to graduate and qualify for higher education and other graduation-related requirements.

D. SUPPORT OF HOME ACTIVITIES

1. Schools shall encourage parents' support and modeling of a child's education at home by these and other means:
 - a. development of good study habits;
 - b. supervision of homework, TV viewing, social media, and after-school activities;
 - c. encouragement of daily school attendance and arriving at school on time.
 - d. encouragement of students to follow school rules and to demonstrate good character.

2. Teachers may suggest parent-child activities that are coordinated with the curriculum, such as interactive homework, skill practice, enrichment games, or other activities that support their education.
3. Parents should also be informed about school and community-based services that support student growth and learning.

E. PROMOTING ADVOCACY AND SHARED LEADERSHIP

1. Parents shall be full partners in decisions that affect children and their families. Parents shall be treated fairly and receive the help they need as they advocate for their child's education success.
2. When appropriate, parents can collaborate to develop learning plans for their child. Parents should fully understand their child's inclusion in educational programs and services (remedial, advanced, honors, Title I, special education, etc.) and how those programs will support high standards of learning.
3. Parents will be encouraged to advocate for change as members of school advisory councils (SAC), school improvement plan committees, site-based management committees, Title I, and parent organizations, such as PTAs. These groups can take the lead in assessing school needs, developing goals and monitoring for continuous improvement.
4. The district will communicate with parents through district-level organizations such as the District Advisory Council (DAC), Dual-Language Advisory Council (DDLAC) and the Migrant Parent Advisory Council, which will also lend itself to providing a platform where parents' views can be shared with the district administration and/or Board of Education.

F. COLLABORATION WITH COMMUNITY ORGANIZATIONS

1. Community resources will be sought to strengthen schools, families, and student learning. Schools shall establish collaborative partnerships with public and private agencies that support and provide family services. These relationships may include partnerships with public health and human service agencies, local businesses, institutions of higher education, youth-serving organizations, and religious, civic, and other community-based organizations.
2. Linking families to services and community organizations can strengthen home environments and student learning. These partnerships create shared

responsibility for the well being of children, families, and schools by all members of the community.

G. PROCESS SPECIFIC TO TITLE 1 PROGRAMS

1. Parents of Title I programs are an integral part of the Title I program and the entire school district. Title I staff will provide information, technical assistance and support to ensure active, ongoing parental involvement.
2. Las Cruces Public Schools will provide the coordination, technical assistance and other support necessary to assist the school district's Title I, Part A schools in the reviewing, planning, implementation, and revision of parental involvement activities that improve student academic achievement and school performance.
 - a. Training will be provided at the beginning of the year meeting for Title 1 schools and at regular intervals, as needed, for all schools. Training on how to provide information for parents in the appropriate language and parent friendly format will be stressed.
 - b. Additional technical assistance will include:
 1. Conducting ongoing site visits to the schools by members of the central office administration, as necessary, to coordinate and assist with parental activities;
 2. Providing forms and other documents and materials, as necessary, to assist the schools in scheduling and documenting parental involvement activities;
 3. Providing training for Title I parents, as necessary, and any related materials, to facilitate their participation in programs to improve student achievement;
 4. Providing training for teachers and other school staff to facilitate their outreach to and communication and collaboration with parents on student improvement programs;
 5. Providing information to schools and parents about school-based and community-based student improvement programs and about meetings and other activities of these programs to assist parents in their participation, including literacy training, Parent Information and Research Centers (PIRCs) and Adult Basic Education programs; and further, that this information will be provided in the appropriate language and format;

6. Providing and/or approving reasonable and necessary expenses associated with parental involvement activities, including transportation and child-care expenses, to enable parents to participate in school-based meetings and training sessions related to student improvement programs;
7. Assisting the parents of Title I students in the interpretation and understanding of state and local assessments and in the monitoring of their children's academic progress. This will include the New Mexico Public Education Department's academic content and achievement standards, state and local academic assessments, alternative, and district short-cycle assessments;
8. Coordinating cooperation, communication and joint participation, to the extent possible, among parent involvement events, activities and meetings, and the providing of services, among the Title I program and other LCPS programs, including but not limited to Head Start, Migrant, Parents as Teachers (PAT) and Developmentally Delayed (DD) pre-school; and appropriate community programs;
9. Developing and coordinating a procedure for the transfer of student records, as appropriate, among participating programs;
10. Assisting individual schools in offering family literacy services as appropriate, in cooperation with the school district's Even Start program and other programs;
11. Providing Title I parents with information about the technology being used by the school district to enhance their children's education; and to assist individual schools to make classrooms available to Title I parents and the community at large, as appropriate, for adult computer literacy classes and/or other adult education programs;
12. In cooperation with the LCPS Professional Development Center, providing new teachers with parental involvement training during the school district's New Teacher Induction Program; and providing ongoing staff development for teachers, administrators and support staff on effective parent communication and engagement strategies.

3. With parental involvement, the district will conduct an annual evaluation of the content and effectiveness of its Title I parental involvement programs and procedures. This evaluation will include:
 - a. An annual survey of Title I parents, teachers, administrators and support personnel to determine the effectiveness of the program and to identify barriers to greater parental participation. The results of the survey will be used by school district staff to develop strategies to increase parental participation in the Title I program, and, if necessary, to revise and/or update relevant school district policies and procedures;
 - b. The Title I office will routinely collect other appropriate reports and documents, including the minutes of all District Advisory Council and individual School Advisory Committee meetings, to increase parental participation in the Title I program, and, if necessary, to revise and/or update relevant school district policies and procedures.
 - c. The Title I office will use these reports and documents to make recommendations to individual schools on ways to increase parental involvement in their Title I programs.

4. The Title I office will conduct public and private meetings with Title I parents to increase parental involvement in Title I programs, including:
 - a. Conducting an annual meeting of Title I parents, staff, administrators and other interested parties to provide information on the Title I program, student assessments, school curricula, proposed changes to and improvements in the program; and to provide parents with information on how they can increase their participation in the program;
 - b. Facilitating at each Title I school at least one parent-teacher meeting per school year to discuss, in private, each Title I student's status. Further, the Title I office will help Title I parents to prepare for and to participate in these meetings;
 - c. Conducting, at the beginning of each school year, a meeting of appropriate offices and departments district-wide to identify those services available to enhance parental participation in Title I programs.



Approved, Associate Superintendent of Instruction

December 18, 2012

Date Approved

History: Regulation 7.4.08; Revision Dec. 18, 2012

Legal Reference: 10-15-1, NMSA 1978