

**NIAGARA FALLS CITY SCHOOL DISTRICT
DISTRICT-WIDE PARENT INVOLVEMENT POLICY
SCHOOL YEAR 2021-2022**

The Board of Education of the Niagara Falls City School District supports a comprehensive parent involvement policy, which includes the engagement of parents and family members in the educational process of all students in our District schools.

This partnership includes shared roles and responsibilities as supporters, advocates, decision makers, learners, and teachers.

The Board of Education believes in the research that suggests that parent involvement has a positive impact on student achievement. When parents are involved, the percentage of students who earn higher grades, attend school more regularly, improve their behavior, have better social skills, and graduate and pursue higher education increases.

The Niagara Falls City School District has expanded opportunities for parental involvement in all schools and across all District committees and activities. Some of these initiatives included shared decision making, parent education groups at each school, a District-wide Parent committee, representation on curriculum and reporting systems committees, membership on the Teacher Center Policy Board, the Code of Conduct committee, and the Safe Schools Committee. Parents are stakeholders in our District-wide community of learners and they have an equal voice in the decision making process.

Parent involvement at home is made easier with newsletters from each school, parent packets for academic support to students, ***Your Public Schools***, a District newspaper delivered to each home containing all of the important information related to the schools and the entire District, and a weekly cable access program on local television that provides an alternate method of communication to parents and the larger community.

As a part of the ongoing commitment to parents, the Niagara Falls Board of Education recognizes and responds to the following key requirements:

Parents are entitled to, and will:

- Receive information on their children's academic progress in terms that they can understand and, when practical, in languages that they understand.
- Participate on school support teams.
- Receive notification if their child's school or district has been identified as in need of improvement. They will be told why the school or district was identified, how the school or district plans to improve and help students do better, how the State and local district are helping their child's school, and the options that are available to parents and how the parents can participate in upgrading the quality of the educational program at their children's school.
- Transfer their children out of Title I schools identified as in need of improvement or schools designated as persistently dangerous.
- Choose a supplemental education provider (SES) where it is allowable.
- Receive information about the professional qualifications of teachers and paraprofessionals in the Title I programs.
- Receive written notification if their child is assigned to a bilingual program and the options available to them.
- Select their schools of choice when registering their child for Pre-K.
- Receive report cards and other assessment reports on how the District and the school are performing, in a language that parents can understand.
- Participate in the development of the school based and District-wide parent involvement policies.

- Participate in the development of all school-level activities.
- Determine the plan for the expenditure of building and District-wide parent involvement funds.

In our effort to support parent involvement, the Board of Education recognizes the roles and responsibilities that the schools must play. Toward that end, each school will:

- Provide high quality curriculum and instruction for both in-person and remote learners.
- Set high standards for all and pledge to satisfy or exceed the New York Standards for student achievement for all students.
- Provide ongoing communication through parent-teacher conferences, student progress reports, accessibility to meet with staff, and use of technology such as text messaging and parent communication using Apps (Applications) such as Remind, Class Dojo, and Teaching Strategies Cloud.
- Promote opportunities to volunteer and participate in school activities.
- Develop a site-based parent involvement policy involving parents in the development process.
- Issue report cards and other information, on a regular basis to inform parents of student achievement.
- Meet regularly with the school-based parent group and support representation on the District Parent Committee
- Provide immediate and appropriate feedback to parents via phone, face-to-face meetings, email, or whatever process they request to respond to questions/concerns related to their child(ren) or to School/District information.
- Provide translation support both verbally and in writing for families in need of English Language support.

The Niagara Falls City School District partners with other agencies, businesses, and groups such as the Health Association of Niagara County, the Niagara Falls Housing Authority, Niagara Falls Memorial Medical Center, Focus on Families, community-based Pre-Kindergarten classes, and Head Start to support District-wide goals and beliefs about the importance of parent and family involvement. Workshops are held at various community sites to work with small groups of parents on skills and information they need to help their child be successful in school. Programs are offered, where necessary, to assist parents in gaining literacy skills through these and other collaborative partners.

The members of the Niagara Falls Board of Education, along with the entire Niagara Falls community, recognize and support the notion that together we form a community of learners. We believe that parent involvement is essential for student success, and therefore, we will do all that we can do with the full intention of helping all children learn and to strengthen the relationship between school and home.

Adopted:	November 7, 1991	Revised:	August 4, 2011
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