



Duxbury Public Schools Family Engagement Policy

Effective Date: September 2019 | **Last Revised:** September 2026 |

Purpose

Duxbury Public Schools (DPS) recognizes that family engagement is essential to student success. This policy establishes a framework for meaningful partnerships between schools, families, and community members to support student achievement. This policy applies to all Title I programs and schools, including Chandler Elementary School and Alden Elementary School.

DISTRICT-LEVEL POLICY

1. Collaborative Development

DPS involves teachers, principals, school leaders, specialized instructional support personnel, administrators, and families in jointly developing the Title I portion of the ESSA consolidated grant application.

2. Building Capacity for Family Engagement

DPS builds capacity for strong family-school partnerships through:

Academic Support

- Clear explanations of the Massachusetts state academic standards and grade-level expectations
- Information about local and state assessments (including MCAS) in parent-friendly language
- Title I requirements and family rights
- Tools and strategies to help families monitor academic progress and partner with educators
- Workshops and information sessions at multiple times to accommodate schedules

Resources

- Grade-appropriate materials and at-home learning activities
- Access to online learning resources and parent portals
- Materials in multiple formats

Professional Development

- Strategic Planning goals for all staff on the value and impact of family engagement
- Culturally responsive practices and effective communication strategies
- Skills to work collaboratively with families as equal partners

Accessibility

- Translation and interpretation services
- Flexible scheduling (evenings and weekends)
- Technology support for virtual engagement, if needed
- Materials in alternative formats upon request

3. Annual Evaluation and Continuous Improvement

DPS conducts an annual evaluation of family engagement effectiveness, including:

Identifying Barriers (with focus on economically disadvantaged families, families of students with disabilities, families with limited English proficiency, and families from racial/ethnic minority backgrounds)

- Annual family survey (May)
- School Council Meetings
- Focus groups with diverse populations
- Analysis of participation rates across demographic groups

Assessing Needs

- What families need to support their children's learning
- Quality of family-teacher interactions
- Effectiveness of communication methods

Developing Solutions

- Evidence-based strategies based on findings
- Action plans to address barriers
- Year-over-year progress tracking

Timeline

- **May:** Conduct survey and collect feedback
- **June:** Assistant Superintendent and PreK-5 Curriculum Supervisor analyze results
- **July-August:** Revise and develop action plans
- **September-November:** Share findings with families and community

SCHOOL-LEVEL POLICY

Development and Distribution

The Family Engagement Policy is developed jointly with families and distributed annually to all Title I families. It is available on school websites, in newsletters, and in multiple languages upon request.

1. Annual Title I Meeting

Each school convenes at least one meeting annually (fall) for families of Title I students to:

- Explain Title I participation and requirements
- Review services and family rights
- Review School-Parent Compact and gather input
- Provide Q&A opportunities

2. Ongoing Family Involvement

Schools involve families in Title I program planning and review through:

- Monthly School Council meetings with elected parent representatives
- Monthly PTA meetings open to all families
- Fall and spring input sessions for Title I program planning

3. Communication and Information Sharing

Program Information

- Timely updates about Title I programs, services, and eligibility

Academic Information

- Curriculum explanations for each grade level
- Assessment schedules and proficiency level expectations
- Individual student results with interpretation
- Academic growth information over time

Responsive Communication

- Regular opportunities for families to provide input on their child's education
- Timely responses to inquiries (within one week when practicable)
- Multiple communication channels (in-person, email, phone, written feedback)

4. School-Parent Compact

Schools develop jointly with families a School-Parent Compact that:

- Outlines shared responsibilities for student achievement
- Describes how schools and families will partner to help children achieve state standards
- Is reviewed annually and distributed at the start of school
- Is discussed during parent-teacher conferences

5. Parent Right-to-Know

Upon request, DPS provides (within two weeks):

- Teacher qualification and licensing information
- Emergency/provisional teaching status
- Whether teachers are teaching in their certification field
- Instructional Assistant qualifications

Schools automatically provide:

- Student achievement and growth data on state assessments
- Notice if a child is taught for four or more consecutive weeks by a teacher without proper licensure

FAMILY ENGAGEMENT OPPORTUNITIES

Governance

- **School Council:** Monthly meetings, elected parent representatives, open to all
- **PTA:** Monthly meetings, volunteer opportunities, school event support

Academic Engagement

- **Classroom Volunteers:** Regular opportunities to support teachers and students
- **Curriculum Night:** BOY Grade-level information sessions on curriculum and instruction
- **Parent Conferences:** Twice yearly (formal), plus additional as needed; virtual and in-person options
- **Celebrations of Learning:** Grade-level evening events where students showcase learning

Communication

- **Weekly Newsletter:** Events, activities, learning highlights (available in multiple languages)
- **School Website:** Academic programs, calendar, staff directory, resources, policies
- **Report Cards:** Chandler (twice yearly plus progress reports); Alden (three times yearly)
- **Ongoing:** Email, phone, notes, text messages with translation support available

Community Events

Back-to-School Night, Open House, cultural celebrations, STEM/STEAM nights, art shows, performances, and family fun events.

ACCESSIBILITY

DPS provides, upon request:

- Translation and interpretation services
- Materials in alternative formats
- Accommodations for individuals with disabilities
- Technology access and support

Contact for Accommodations

Elizabeth Wilcox, Ed.D, Assistant Superintendent, 781-934-7600, ewilcox@duxbury.k12.ma.us

POLICY REVIEW

This policy is reviewed annually and revised based on evaluation findings, Title I requirements, family input, and best practices.

Contact Information:

Sara Milner, PreK-5, Curriculum Supervisor. 781-934-7680, smilner@duxbury.k12.ma.us

Erin Wieseahn, Ed.D, Assistant Superintendent, 781-934-7600, ewieseahn@duxbury.k12.ma.us

Available in multiple languages and formats upon request.