



## Title I School-Level Parent and Family

### Engagement Policy January 27, 2022

**2.0** With approval from the local governing board, **Rio Rosales Elementary** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]). The school jointly developed, distributes to, parents and family members of Title I students a written parent and family engagement policy using the following systems:

#### Development Process:

The Rio Rosales community which includes parents, students, Rio Rosales Staff, and administration have engaged in the following activities that have contributed to the development of this Parent and Family Engagement Plan.

- School Site Council & ELAC meetings in which the plan is presented to the committee for feedback
- Parent/Guardian feedback is also obtained through:
  - Parent Workshops
  - Surveys
  - Thought Exchange surveys
  - Parent Interviews

#### Distribution Process:

- The parent engagement policy shall be part of the school handbook, and will be distributed with the 1st Day Information Packet
- Parent Engagement Policy document will be available on our school website
- The document will be shared, reviewed, and updated through the School Site Council and ELAC meetings

## **2.1 Involvement of Parents in the Title I Program**

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at **Rio Rosales School**, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Title 1 information is shared with parents and the community in the following manner:

- Title 1 information is provided to parents/guardians during workshops.
  - School Site Council Meeting
  - ELAC meetings
  - Scheduled Title 1 meeting held at a convenient time (or times if needed) for all families
- b) The school offers a 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. (20 U.S.C. § 6318[c][2])  
The school will provide:
- i. Child care during meetings
  - ii. Refreshments for attendees
  - iii. Home visits by the counselor(s)
  - iv. Flexibility in meeting times
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])  
In order to obtain the greatest amount of joint collaboration on the parent involvement policy, the school will:
- i. Meetings in which the parents/guardians are encouraged to actively participate and advocate for the learning needs of their child, as well as share ideas on increasing and improving parent participation
  - ii. Survey information will be collected throughout the school year, at appropriate intervals as to maximize participation
  - iii. Survey information will be shared with parent groups to gain additional feedback
  - iv. Parental Involvement Policy and the School-Parent Compact are reviewed annually by the School Site Council, English Language Advisory Committee and the School Instructional Leadership Team
- v. The Title I program is reviewed as part of the annual review of the SPSA. d) The school provides parents of participating children with the following: 1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
- a. Through School Site Council, ELAC, and Title 1, and Back to School meetings.
  - b. School Site Council, ELAC, and Title one meeting date information will be sent to parents via Parent Square

communication system

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- c. Agendas for all meetings will be posted on the school website and entrance to the school at least 72 hours prior to the meetings.
- 2. 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. (20 U.S.C. § 6318[c][4][B])
  - a. At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards will be explained to parents including the curriculum being used, grade-level expectations for proficiency, data reporting for state and local assessments and available interventions in reading, ELA and mathematics for students needing assistance
- 3. 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. (20 U.S.C. § 6318[c][4][C])
  - a. Through formal parent-teacher conferences, informal requests by parent meetings, Back to School Nights, SSC, ELAC and PTA, monthly parent meetings led by Rosales staff
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])
  - a. Rosales will submit all written documentation of parent comments that reflect that the program is not satisfactory to LEA

## **2.2 Building Capacity for Involvement**

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 school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the

requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- a. During parent-student-teacher conferences
  - b. During Title 1, SSC, and ELAC
  - c. Monthly parent meetings focusing on student achievement, learning, and parent support
  - d. School communication regarding State Assessment results and student progress
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
- a. Training to enhance parents' abilities to support and assist their children's education.
  - b. Kindergarten Transition workshops for parents
  - c. District wide parent workshops led by district counselors
  - d. Home visits by counselors to support parents and students, especially during COVID-19 Distance Learning
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
- a. At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program
  - b. Implementing the districts customer service protocols
  - c. Offering professional development opportunities around the school-parent engagement paradigm
  - d. At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- a. The school will develop and foster networking opportunities that involve and support parents in engaging in their student's education
- b. Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, the leadership team, and/or the SSC.
- c. Through parent newsletters, Kindergarten orientations, and referral to viable parent resources
- d. Appropriate roles for community organizations will be developed and may include: supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
  - a. School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
  - a. Parent involvement strategies within the SPSA are integrated based on parent input through survey data.
  - b. Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

## **2.3 Accessibility**

Rio Rosales Elementary School, to the extent practicable, provides 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 (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- a. All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.
- b. Access to all facilities and parking are provided to parents with disabilities.

## 2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part 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. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

The attached Student-Teacher-Parent Compact is attached and reviewed annually by Rio Rosales Elementary School community stakeholders. b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
  - a. Parent-Teacher conferences held three times per year
  - b. Informal conferences can be held throughout the school year
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
  - a. Report cards will be sent at the end of each trimester
  - b. Parents will have access to child grades
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
  - a. Parents will have access to teachers through email, Parent Square communications software, and conferences
  - b. Parents will have the opportunity to participate in committees such as SSC, ELAC, PTA
  - c. Parents will have the opportunity to participate in activities such as parent nights
  - d. Board policy will be followed regarding parent classroom visits and participation
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- a. School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school
- b. Translators will be available for parent meeting and activities

*\*It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

*\*\*The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing*

*the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*

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## **Title I, Part A School-Parent Compact**

The Rio Rosales Elementary School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Rio Rosales Elementary School understands the importance of the school experience for every student. The school agrees to carry out the following responsibilities to the best of their ability:

#### Instruction

- Provide high-quality curriculum and instruction in a supportive and effective learning environment which allows the children served under Title 1, A to meet the challenging state standards,
- Utilize research based intervention programs such as: Reading A - Z, Math IXL, and other programs that support student learning
- Provide support in targeted areas as identified by formative and summative assessments such as the State Exams, district CFA Benchmark exams in Math and ELA, unit formative assessments, and/or based on teacher input.
- Utilize district support staff to implement engaging instructional strategies.
- Provide highly qualified teachers and instructional aides to deliver instruction and Multiple Tiered System of Support (MTSS) strategies.

#### Communication

- Acknowledge that parents are a vital to the success of the child and school
- Communication will be established through Parent Square, email, Session 1, 2, and 3 Progress reports & Report cards, parent-teacher conferences, Parent Portal, & Google Classroom
- Hold Intervention Progress Team Meetings.
- Personal phone calls.

#### Parent Involvement

- Parents will provide a quiet place for their child to study nightly, ensure homework is complete, frequently monitor their child's progress by reviewing progress reports from both classroom teacher and Title 1 program,
- Parents are encouraged to participate in school committees such as PTSA, ELAC (English Language Advisory Committee), and School Site Council (SST)
- Volunteering in their child's school

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- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Send the student to school on-time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A D]):

- Parent-teacher conferences three times annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- frequent reports to parents on their children's progress;



- reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
- ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Conferences:

- Parents will have the opportunity to participate in conferences three times per year. Student progress toward grade level standards or IEP goals will be shared, ● Parents and teachers will work together to find ways in which to support student learning
- Parents may request a conference throughout the year,
- The ELD coordinator will provide information on progress of RFEPs and reclassified students annually

Student Progress:

- Trimester report cards
- Parents are encouraged to sign up for Parent Square

Parent Involvement Opportunities:

- Attend parent meetings such as Back to School Night, Title 1 Parent Meeting, Parent Nights, Literacy Night, Math Night, etc..
- Parent Workshops
- Information Nights
- Extra-curricular activities such as sports events, Trunk or Treat, volunteer in school events,

Communication Accessibility:

- To the extent possible communication will be made in a language that is understandable to our parents/guardians,
- Translator will be available for conferences,
- To the extent possible events will be held in a language that provides access, or a translator will be present

This Compact was established by Rio Rosales Elementary on January 27th, 2022, and will be in effect for the period of the 2021-2022 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before:

Mar 31, 2022 .

Signature Page

Ryan Howatt, Principal

**Name and Title of Authorized Official**

Ryan Howatt / Principal /Rio Rosales

**Signature of Authorized Official**

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.

**Date : January 27, 2022**

California Department of Education