

Title I School-Level Parent and family Engagement Policy

Victor School

2.0 With approval from the local governing board, Victor School 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]) *[Describe how the school Jointly develops with, and distributes to, parents and family members of Title I students a written parent and family engagement policy.]*

The principal and bilingual assistant meet with parents at School Site Council meetings, ELAC meetings and Parent Club meetings to develop a written parent engagement policy. The policy includes multiple ways for parents to stay engaged with the school and the classrooms of their children including: Back to School Night, Curriculum Nights, Harvest Festival, Student performances, classroom parties, Jog A Thon, Parent Club, School Site Council, ELAC, Halloween parade, Field Day, etc. The engagement policy is reviewed with each parent group, suggestions are taken and added to the policy. The policy is reviewed, edited, and approved by the School Site Council.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Victor School school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

The school provides information on Title 1 to all parents at Back To School Night, with information on School Site Council Elections, the Title 1 parent meetings, the requirements of Title 1 and the resources provided by Title 1.

- 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Victor School schedules regular Title 1 meetings: morning, afternoon, evening, to best meet the needs of parents. Title 1 information is also shared at Parent Club meetings, ELAC meetings, and School Site Council meetings.

- 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Victor School shares the Written Parent Engagement Policy and seeks input at Parent Club meetings, School Site Council meetings and ELAC meetings. Victor School shares the Single Plan for Student Achievement at School Site Council meetings, ELAC meetings, and Parent Club meetings.

- d) The school provides parents of participating children with the following:
- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

[Briefly describe or list the activities the school will implement to address this requirement.]

Victor School shares information about the Title 1 program at Back To School Night, at our regular Title 1 meetings, School Site Council meetings, Parent Club meetings, and ELAC meetings.

- ii. 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Victor School shares information about the grade level curriculum used at Back To School Night and teacher generated letters to parents. Student assessments are shared and reviewed at Parent Conferences providing individualized, detailed information about the student's academic achievement. Overall school results in District Benchmark Assessments and state assessments are shared with parents at School Site Council, ELAC meetings, and Parent Club Meetings.

- iii. 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Victor School encourages parents to provide ideas, activities, etc. for increasing parent involvement, some such suggestions are: providing English classes to Spanish speaking parents, provide parenting classes, and provide parents with training on supporting early literacy of our students.

- 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 (LEA). (20 U.S.C. § 6318[c][5])

[Briefly describe or list the activities the school will implement to address this requirement.]

Victor will submit all written documentation of parent comments that reflect the program is not satisfactory to the local education agency (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 under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Teachers provide parents instruction on the grade level standards at Back To School night. They also provide information on the materials used to teach the grade level standards, and methods for parents in assisting their children in mastering the standards. Teachers provide information on the assessments used, they review the assessment results (reports) with parents, so parents can fully understand the results and know their child's academic achievement levels.

- b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

[Briefly describe or list the activities the school will implement to address this requirement.]

Early literacy classes are held for parents to build their capacity to support early literacy in the home. Ideas focus on vocabulary development, decoding, comprehension, etc. Appropriate books are provided to parents for use with their

children in the home. The materials are used in the training so parents have a good understanding of the most effective way to use them.

- 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Staff development is provided to teachers, para educators, secretaries, the support staff, the principal, etc., for the most effective ways to communicate with parents. Strategies are taught to work with parents that are disenfranchised with the school or unhappy with the program. Teachers and other staff members are taught to ask parents for their input in resolving issues or conflicts to meet the needs of the parents and the students.

- 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, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

[Briefly describe or list the activities the school will implement to address this requirement.]

The district provides programs that are school site based to meet the needs of parents in the areas of: English classes, parenting classes, literacy classes, etc.

- 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

All school communications are translated into the language that parents can best understand. A translator is provided for meetings and parents conferences so parents can receive the information and share information in the language they best understand.

- 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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Victor School carefully considers and implements the strategies suggested by parents to best meet their needs when feasible.

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Victor School, 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 (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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Student report cards, special education reports, district assessment reports, state assessment reports, school communications, etc. are translated into a language that parents can best understand. Translators are provided for parent conferences, IEP meetings, parent meetings, and school wide events so parents have access to the information and can share information in a language they best understand.

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 following requirements: (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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Victor School is responsible for providing high quality curriculum and instruction daily, helping each student to grow to his or her potential, providing a safe learning environment that is conducive to learning, providing on-going meaningful communication with parents / guardians, and offering a variety of opportunities for parents to be involved in the school.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (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])

[Briefly describe or list the activities the school will implement to address this requirement.]

The Student/Parent/Staff Compact is reviewed annually at Parent teacher conferences. The compact is reviewed with the students (in a manner that is appropriate per grade level) annually.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

[Briefly describe or list the activities the school will implement to address this requirement.]

Teachers provide parents with quarterly report cards, reports on unit assessments, and access to completed student work to provide information on the progress of their child. This information is provided in a language that the parent can best understand.

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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Meetings are held at times that are convenient for parents when feasible. Teachers and staff are available before and after school for communication at the student pick up / drop off area, parents are welcome onto campus before and after school to visit with staff and teachers. Parents are invited to volunteer in classrooms, the school library, chaperone field trips, etc.

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])

[Briefly describe or list the activities the school will implement to address this requirement.]

Teachers and staff are available to communicate before and after school on a daily basis. An interpreter is provided if needed. Staff communicates with parents in face to face meetings, phone calls, emails, letters, etc. These communications are translated into the language that the parent best understands.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.*

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

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