



## Title I School-Level Parent and Family Engagement Policy and Compact

### John Reed Elementary School

2022-2023

SSC and ELAC review 1/31/2023

#### Family Engagement Policy

2.0 With approval from the local governing board, John Reed Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. This policy was developed collaboratively between parents, school staff, school faculty, and administration. The plan reflects the actions and values taken by the comprehensive school community to ensure home and school partnership in nurturing academic growth and achievement for every student. John Reed's School Site Council discussed, created, and approved this policy. Site administration has communicated the policy to all stakeholders. The school has distributed the policy to parents and family members of children served under Title I, Part A. The policy was distributed via weekly community newsletter and via emails to all school families and stakeholders. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

#### 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 John Reed 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])
- 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 parent involvement. (20 U.S.C. § 6318[c][2])  
John Reed holds an English Language Advisory Committee, Parent Teacher Association, and other informative family meetings and events at flexible times providing childcare when on campus for the meetings. Meetings are held in person, and hybrid with Google Meet.
- 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])  
Title 1 program, engagement policy, and schoolwide plan are discussed and improved during School Site Council meetings, based upon academic and school climate data points.
- 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])  
Written notification of Title 1 program and meetings regarding the Title 1 program.
  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])  
Notifications regarding student assessment are distributed via email and school newsletter. Achievement toward academic standards is shared at parents meetings, such as ELAC, on the site dashboard, and within site plans which are publicly published, as well as discussed at School Site Council.
  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])  
Notification is provided via email and school newsletter to all stakeholders and within the engagement policy.
- 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])  
If the plan is not satisfactory, the school administration submits feedback and comments to the local educational agency.

## **2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)**

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 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])  
John Reed sends academic guidance and information to family stakeholders via weekly Smore newsletter and family events and meetings such as parent information meetings, Parent/Teacher Conferences, Back to School Night, and Open House.
- 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])  
John Reed shares helpful resources and training with parents in the weekly newsletter and in emails to all stakeholders.
- 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])  
John Reed sends emails, weekly newsletters to educate families about school involvement opportunities. Parent groups like ELAC and PTA communicate out to families and are featured at school wide events to promote involvement. Parent information nights, Back to School Night, and Open House

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])

John Reed provides parent resources, including technology, and other assistance as needed, which can be provided in the school office by administration and other personnel.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

John Reed notifies all parents prior to parent meetings, all school events, and schoolwide endeavors in English and Spanish via emails, weekly newsletters, phone calls, video messages, and paper notices. All communication from the school is distributed in English and Spanish. School community meetings are held in English and Spanish.

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])

John Reed offers opportunities for parent feedback and contributions. The school sends out parent survey via Google Form, Youth Truth, as well as encourages parents to provide feedback in writing, phone call, or in person. School administration and personnel listen to and consider all parent feedback.

### 2.3 Accessibility

John Reed 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]) John Reed's facilities are updated and compliant with the Americans with Disabilities Act Standards to promote safe and accessible involvement for all families on campus. All school events and communications are provided in English and Spanish. Event and meeting times are established according to parent availability and optimal timing to promote accessibility and engagement.

### 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 this part 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])

**John Reed Administrators and Teachers will:**

- Respect and value the uniqueness of each child in our care and believe all students can learn
- Provide a safe, orderly and positive environment that promotes active learning
- Promote John Reed's Positive Behavioral Supports and Interventions, Life Skills, Toolbox and Second Step skills to promote social and emotional development
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards, whether learning is taking place on-campus, in hybrid model, or via distance learning
- Describe and explain the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
- Ensure that student achievement is monitored and reported on a regular basis
- Seek ways to involve parents in the development of school programs and procedures and encourage parent involvement
- Hold an annual meeting to inform parents/guardians about Title 1 requirements and responsibilities
- Communicate with parents/guardians on a weekly basis in a language that they can understand
- Schedule parent-teacher conferences, at least annually, during which the compact will be discussed as it relates to their students' achievement
- Will provide reasonable access to staff, opportunities to volunteer and participate in their child's class activities

#### The Parents/Guardians and Students will:

- Ensure that students attend school on a regular basis and are on time for class, and communicate with the office regarding any absences from school
- Practice math facts and read daily at home
- Volunteer or participate in school sponsored activities and meetings
- Complete classwork/homework assignments to the best of their ability and communicate with the teacher when difficulties arise
- Attend Parent-Teacher conferences and ask for assistance if needed
- Support the school in developing positive behavioral strategies that increase the social/emotional development of all students
- Discuss school values at home: Safe, Responsible, Kindness and Readiness to Learn
- Talk about school and learning activities at home
- Ensure the student's district technological device is charged and brought to school
- Look at and review student progress reports and report cards for ways to help students meet academic goals and standards

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])

Parent-teacher conferences occur annually and are offered in families' home languages. During conferences student achievement is discussed in detail and school engagement opportunities for families are provided.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B]) John Reed teachers regularly communicate with parents and students regarding students' academic progress. PowerSchool and Parent Square, the site's student information system, provides parents with access to students' grades and academic data at all times. Report cards are

distributed three times a year. Parent-teacher conferences are offered to all families in the language parents understand. Progress reports for students who participate in special education programs are distributed three times a year.

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])

John Reed encourages communication from parents in person, writing, or by phone call. Teachers, administration, and staff members invite parents onto campus for school events and activities, including special presentations, school assemblies, field trips, to volunteer in classrooms with the completion of the volunteer application, and for other events and activities. Parents may visit classrooms during the school day as requested.

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])

John Reed distributes parent surveys annually in English and Spanish. The site also holds community meetings and events as needed to promote and ensure two-way communication in Spanish and English. Newsletters, emails, phone calls, and text will notify families of opportunities for engagement and involvement. School administration, teachers, and staff members communicate with families and foster two-way communication. All school communication is provided in English and Spanish. Parent meetings (PTA, ELAC, family events and informational meetings) are held monthly to ensure two-way communication.

*\*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.*

