

Monroe Elementary School

Parent and Family Engagement Policy



Monroe Elementary School has jointly developed with and distributed to parents of participating students the following written Parent and Family Engagement Policy. The policy has been agreed on by Monroe parents of Title I students and describes the means for carrying out the following parent and family engagement requirements.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Monroe Elementary School carries out the following legal requirements in the manner described below:

1. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved.

The first Title One meeting of the school year occurs within the first four weeks of school. Notices are distributed to parents at least one week prior to the meeting. Parents are also notified through the District's telephone communication system.

At the Title One Meeting, the following are discussed:

- a) The history, function and purpose of Title One funding.
- b) How Title One funds are allocated to schools, and to Monroe in particular.
- c) The funding formula for Title One funding
- d) Allowable Title One expenditures.
- e) The role of the School Site Council in funding decisions and oversight.
- f) How funds are used to promote academic achievement.
- g) The role of parents in the expenditure decision process.
- h) The purpose of the School Parent Compact
- i) How parents can be involved in their children's education at Monroe.
- j) How parents can help their students succeed academically.
- k) Parent involvement opportunities at Monroe School
- l) How parents can help their children reach proficiency on the iReady & SBAC exams.
- m) Student assessment data from iReady and SBAC testing.
- n) The importance of regular, on-time school attendance
- o) School Plan for Student Achievement (SPSA)

2. A flexible number of meetings are offered in addition to the first Title One meeting:

Monroe School offers at least several Title One parent meetings during the school year, including English Learner Advisory Committee (ELAC), one Back-to-School Night Title One meeting, and other Title One Parent information meetings. Translation is provided for non-English speaking parents who request it.

3. Parents of Title One students participate in the planning, review, and improvement of Title I programs and the Parent and Family Engagement Policy in an organized, ongoing, and timely manner.

Parent notices are on district website for parents at the first Title One Parent Meeting, and at one ELAC meeting. The notices provide valuable information to the administration and teachers, which assist us in providing a high quality educational program. Parental feedback and planning also occur during parent connection meetings and ELAC. Lastly, during the writing of the school plan, parents participate in its creation, and are provided with a draft for review before submission to the School Site Council.

4. Parents of participating students are provided with timely information about Title I programs.

Parents receive information about assessment data results, supplemental Title I educational programs, and parent education via written communication, Online Parent resources, and the district's phone communication system.

5. Parents of participating students are provided with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.

Parents receive an explanation of the curriculum, academic assessments and proficiency levels during scheduled Title One parent meetings. Power Point and written documents are used to communicate this information to parents. Parents are invited to parent teacher conferences to go over student's academic progress and strengths and needs.

6. Parents of participating students are provided if requested, opportunities for regular meetings to participate in decisions relating to the education of their children.

These opportunities occur through regular ELAC meetings, School Site Council meetings, School Plan Development meetings, and Title I Parent meetings (parent connection, as well as evening meeting.)

7. If the School Plan for Student Achievement is not satisfactory to parents of Title I students, parents may submit comments on the Plan.

Parents are given opportunity to express their comments/input/feedback on the School Plan during Parent Connection Meetings, SSC meetings and ELAC meetings. Parents are welcome to review the School Plan and leave written comments or suggestions to the Principal or School Office.

SHARED RESPONSIBILITIES: SCHOOL-PARENT COMPACT

Monroe School has jointly developed with and distributed to parents of participating students a school-parent compact. This 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 students reach proficiency on the Common Core State Standards. The compact describes the following items in addition to items added by parents of Title I students. (A copy of the compact is attached to this policy.)

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on students' progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

BUILDING CAPACITY FOR INVOLVEMENT

Monroe School engages parents of participating students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of students.

Power Point presentations are made which include school goals, academic content, achievement standards, assessment results, and monitoring tools utilized by the school. Also, the Parent Handbook, which is shared and explained at the first Title One Parent meeting, contains all of these elements. Parent-teacher conferences in school are held annually, during which this compact is discussed and related to the individual child's achievement along with state standards and how it relates.

2. Provides materials and training to help parents work with their children to improve their children's achievement.
 - *Parents are provided with Online Parent resources that gives parents homework tips, as well as information about how to help their students succeed academically.*
 - *Topics related to how parents can help their children succeed will be covered in most Title I parent meetings throughout the academic year.*

3. Educates staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.

Parents give suggestions how they can contribute as an equal partner and this is shared with the teachers and staff to build a parent/teacher relationship to a common goal.

4. Coordinates and integrates parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.

Some of these programs may include:

- *Participation in the Harvest Festival*
- *Parent Volunteerism in the classroom to assist struggling students*
- *Organizing Title One instructional materials for students.*
- *Parents sit on interview panels for selection of credentialed Monroe staff (teachers, administrators, etc.)*

5. Distributes information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Title One funds have been used to

- *purchase a copier just for written parent communication.*
- *purchase parent laptops and Rosetta Stone software.*

All parent communication, both written and verbal is translated in Spanish.

6. Provides support for parental involvement activities requested by parents.

As described in item #4 above, the following activities are requested by parents, and implemented at the school.

- *Planning for assemblies which are designed to advance student achievement.*
- *Planning for and participation in the Harvest Festival*
- *Parent Volunteerism in the classroom and in other capacities on campus.*
- *Organizing Title One instructional materials for students.*
- *Parents sit on interview panels for teachers.*

ACCESSIBILITY

Monroe School, to the extent practicable, provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migrant students including providing information and school reports in a format and, to the extent practicable, in a language that parents of participating students understand.

- a) *All written communication to parents from the school is translated into Spanish.*
- b) *The SUSD phone system communicates to parents in both Spanish and English.*
- c) *Parents with disabilities have full access to the stage, restrooms, and all other campus facilities. The campus is equipped to accommodate wheelchairs, braces, and other ambulatory assistance devices.*
- d) *Parents of migrant students receive information and support from the Language Development Office.*