



**LAS POSAS ELEMENTARY**  
**Parent and Family Engagement Policy**  
**September 2020**

Las Posas Elementary has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. The school has developed this policy with input provided during School Site Council (SSC) meetings, English Learner Advisory Committee meetings, and our PTA meetings. The policy is reviewed annually and periodic updates are made. Las Posas has distributed the policy to parents and family members of children served under Title I, Part A. The policy is also distributed annually to all families at our annual Back-to-School event.

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

The policy describes the means for carrying out Title I parent and family engagement requirements.

To involve parents and family members in the Title I program at Las Posas, 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 rights of the parents to be involved:
  - Annual Title I meeting parent meeting is held annually in October.
  - Families are notified of the meeting via Blackboard Connect messages, social media posts, and our school website.
  - Families in attendance receive a copy of the meeting agenda.
  - Translation is also provided at the meeting.
  - A copy of the presentation in English and Spanish is made available on the school website for families who were unable to attend, or upon request.
  
- 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, childcare, or home visits, as such services relate to parent involvement.

Meetings are held throughout the school year at varying times to provide opportunities for families to attend. Meetings include:

- School Site Council
- Back to School Night
- ELAC meetings
- Open House
- Parent education meetings
- Parent Workshops
- School Activities such as Math Night or STEM Night
- Parent Conferences- afternoon and evening appointments are available

- 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 school-wide program plan.

An Annual Needs Survey is conducted and all parents have the opportunity to participate. The survey is disseminated digitally and paper copies are available in the school office. Site staff and parent groups analyze the data gathered to identify areas of need, which inform the development of the Title I program and SPSA.

At the annual Title I meeting, an overview of the school's Title I program is provided. A copy of the Single Plan for School Achievement (SPSA) is available for parents to review on the school's website and in the school office.

The Parent and Family Engagement Policy is reviewed by SSC, ELAC and Parent Teacher Association annually. It is also available on the school's website. If the program plan or parent and family involvement policy is not satisfactory to parents, they may submit comments to the school administrator.

- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program.

An annual Title I meeting is held each October. During this meeting, information regarding Title I and its Title I program, along with an overview of the Parent-School Compact, are provided. All parents/guardians are invited to attend, with an invitation to the

meeting extended via Blackboard Connect, the school's social media platforms, and weekly school announcements that are sent on a regular basis. Childcare is provided and translation is available.

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.

Teachers provide families with information on curriculum and learning expectations for their child's grade level, which includes grade level standards and academic assessments used to monitor student progress. This information is presented during our Back to School Night, parent conferences, and through various communications from the teacher throughout the school year.

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.

Parent communication is highly encouraged. Site staff, including the principal, counselor, and teachers, are available to meet or speak with families. Every Fall, a parent-teacher conference is held for all students in grades TK-5. Parents may also request a parent-teacher conference at any time throughout the school year. The Collaborative Student Success Team process is available to address concerns that staff or families may have regarding their child's academic success. Parents have the opportunity to attend SSC, ELAC and parent organization meetings, parent workshops, school events, and parent Title I meetings.

- e) If the school-wide 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.
- f) The school administrator will notify the PVSD Educational Services Department staff if parents are not in agreement with the SPSA and/or Parent and Family Engagement Policy.

## 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:

- 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.
  - Families are provided information on curriculum, learning expectations, and assessment from their child's teacher. This occurs during beginning of the year family onboarding (newsletter, back to school messages), Back to School Night presentations, report cards, and is ongoing throughout the year.
  - Parent workshops are provided throughout the year on topics of interest identified by families.
  - Parent conferences are held for all TK-5 students in the Fall. During the conferences, standards, assessments, and suggestions for supporting student learning are provided.
  - Report cards are distributed three times per year on a trimester basis.
  - Families have access to the district's student information system through Parent Connect. In Parent Connect, parents can check on their child's academic progress, current assignments and grades, report cards, and state assessment results.
  - School-Parent Compact is distributed annually at our Back To School Night, and is reviewed during the annual Title I meeting. The compact is also available on the school's website.
  
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement.
  - Parent workshops are provided throughout the year on topics related to assisting parents with supporting their children's academic success. Workshop topics may include literacy, math, technology, community supports, etc. Topics are selected based on parent interest and input.
  - Teachers and staff provide training and materials to assist parents with supporting their children at home (i.e. flashcards, homework tips, resources and activities to support reading with students at home, manipulatives, math games).

- c) The school educates teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents, in the value and utility of contributions of parents, and how to reach out to, communicate with, and to work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

With the collaboration of parent groups (SSC, ELAC, PTA), staff creates opportunities (i.e. family nights, school wide activities) to increase and strengthen parent involvement. Staff also receives training during staff meetings on how to cultivate positive relationships with families. Parents and family members are encouraged to volunteer in their child's classroom and at the school site.

- 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.

All Title I schools in PVSD host a California State Preschool Program on their campus. This provides the opportunity for collaboration between the LEA and the state program. Preschool families are included in all school events. In coordination with the Title III program, families have the opportunity to participate in the Family Literacy Project. A take home reading program has been established and the Literacy Intervention Content Specialists provide resources to encourage and support reading at home.

Parents are trained in leadership roles in order to effectively serve on ELAC, SSC, and our PTA.

- 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.

The district employs a translator who provided Spanish translation of materials and information that is disseminated to families. During parent conferences, translation is available in a variety of languages provided by staff and volunteers. Meetings, such as SSC, ELAC and PTA, are held with translation assistance available.

Written and oral information is translated into Spanish.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request.

Based on parent input, workshops are provided on identified topics. Input is solicited through meetings such as SSC, ELAC, and PTA. The Annual Needs Assessment survey also provides information on topics of interest.

### **Accessibility**

Las Posas Elementary, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). This includes providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Las Posas Elementary, to the extent practical, shall provide parents with limited English proficiency, parents with disabilities, and parents of migratory students' opportunities to fully participate in school-sponsored activities by using translation at all meetings/workshops and by sending written notices and reports in languages that parents understand. The school will make every effort to schedule meetings and workshops at varied times that are flexible for parents/guardians. The site and the school's website are ADA compliant. Multi-modality presentations are offered with parent-friendly icons.

### **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. This includes 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:

- a) 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.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below.

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.
2. Frequent reports to parents on their children's progress.
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
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.

A copy of the School-Parent Compact is attached to this document.

This policy was adopted by the Las Posas Elementary School Site Council on November 19, 2020 and will be in effect for the period of the 2020-2021 school year. The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before November 20, 2020.

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Signature of Site Administrator

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Date