

Rose Garden Elementary School Parent Involvement Policy 2020-2021

Rose Garden Elementary School will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). [Section 9101(32), ESEA.]

In compliance with Section 1118(a)(2), of the Elementary and Secondary Education Act (ESEA), Rose Garden Elementary School agrees to implement required statutory requirements to:

- Involve parents in the joint planning and development of the school's Title I Policy through representation on the school Campus Improvement Committee and participation in fall and spring CIC meetings.
- Involve parents in an Annual Local Review of the Title I Program and use the results of the Annual Review to address any identified barriers to parental participation. The Annual Review will be conducted each spring and will include an analysis of state and local assessment data, a review of grade level needs and services provided, parent, teacher, and/or student survey data, and a summary analysis of the effectiveness of Title I Services.
- Involve parents in the development, implementation, and review of Parent School Compacts. The compact will be discussed during fall parent-teacher conferences and reviewed during spring conferences. The compact will also be posted on the district website.
- Involve parents in the planning and development of effective parent involvement activities through representation on the school's Campus Improvement Committee. Committee meetings will be scheduled flexibly with the scheduling needs of parents in mind.
- Build the schools' and parents' capacity for parent involvement by:
 - Providing parents with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with

educators. Information will be provided during an annual fall meeting, through quarterly progress notices, at parent teacher conferences and on the school website.

- Providing materials, resources and training to help parents work with their children to improve academic achievement. Resources will be provided in classroom newsletters and communications, through the school website, and Communities in Schools. Parent trainings and family education nights will be planned each year based on the school needs assessment and may include a family Literacy Night, Math Night, Intermediate Science Night etc.
- Communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, quarterly Title I meetings, classroom newsletters, an annual parent survey, parent school compacts, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time, as requested by parents.
- Coordinating parent involvement activities with other initiatives including content specific nights, transition night and after-school programs, etc.
- Providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.