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# **Terrace Elementary School Parent and Family Engagement Policy**

**2024-25**

With approval from the local governing board, Terrace Elementary 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. Terrace Elementary has developed a written Title 1 parental involvement policy with input from Title 1 parents. During our School Site Council and English Language Advisory Committee meetings all members, parents and teachers, discussed what will be inputted into the school policy. The policy has been distributed to the parents through a tele-parent notification informing parents that it was sent home with their child. The policy describes the means for carrying out the following Title 1 parental involvement requirements.

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

The school-level parent and family engagement policy shall describe the means for how *Terrace Elementary School* shall carry out the following requirements:

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.

* Post Parent Notification letter in front of the office
* Parent Notification letter sent home with all students
* Computerized telephone calls to all parents-Parent Square
* Notification of SSC /ELAC members individually
* Terrace School Marquee in front of school-in public view

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.

* Flexible time to accommodate parent’s work schedule
* Seasonal harvest in our farming community determines the time and dates of meetings
* Parents are able to vote on the preferred time for meetings

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.

* Continuous meetings (minimum of six) throughout the school year to review, revise, and edit the school plan
* Agendas are followed and approved by parents and teachers
* Together parents and teachers approve Title 1 expenditures, fundraisers, school performances, instructional materials, technology, and other activities
* Approval of interventions for Title 1 students including language arts, math, reading, or writing

The school provides parents of participating children with the following:

Timely information about the Title I program.

* Back to School Night
* Student Assistance Team (SAT)
* Parent Conferences
* Coffee with the Principal

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.

* Back to School Night
* Parent Conferences
* SSC /ELAC meetings
* Coffee with the Principal
* Report Cards
* Progress Reports
* Student Assistance Team (SAT)
* Computerized telephone calls to individual student’s parents-Blackboard Message
* Class Dojo/Google Classroom/ AERIES Parent Portal

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.

* Parents can arrange to meet with the teacher.
* Principal/Vice Principal/Learning Coordinator is available for parent meetings as requested.
* Parent Conferences
* Student Assistance Team (SAT)
* Progress Reports
* All parents are invited to SSC /ELAC meetings

If the schoolwide program (SWP) 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).

* Parents can request to meet with teacher(s).
* Principal/Vice Principal/ Learning Coordinator is available for parent meetings as requested.
* Parent Conferences
* Student Assistance Team (SAT)
* Progress Reports
* All parents are invited to SSC /ELAC meetings

## **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:

The school aids 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.

* Parent-Teacher Conference
* School Site Council/ELAC Meetings
* Back to School Night
* Computerized telephone calls to individual student’s parents-Blackboard message
* Various District Meetings
* Progress Reports
* Coffee with the Principal
* Kinder Blast-off
* Kinder Orientation

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.

* Student Assistance Team (SAT)
* Parent-Teacher Conference
* After school intervention
* Kinder Blast-Off
* SARB (Attendance)

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.

* Staff Meeting Agendas
* School Site Council/ELAC Meetings

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.

* *Terrace School Website*
* *Terrace Facebook*
* *Terrace Class Dojo*
* Terrace Instagram
* *DELAC*
* *School Site Council/ELAC Meetings*

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.

* Notifications in English and Spanish ie: monthly assemblies, School Supply Distributions, etc.
* Computerized telephone calls to individual student’s parents-Blackboard message in English and Spanish
* Progress Reports and Report Cards in English and Spanish
* School Website in English and can be translated into other languages
* Front School Marquee in English and Spanish
* Parent Interpreters for Students Meetings, Conferences, IEPs, SATs and School Site Council/ELAC meetings

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

* Based on parent request the principal and teachers will work together to accommodate the activities being requested.

## **Accessibility**

In carrying out the parent and family engagement requirements of Title I, Part A, Terrace Elementary 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 as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand.

* Parent Notifications in English and Spanish
* Kinder Orientation and Kinder Blastoff in English and Spanish
* Parent Conferences in English and Spanish
* Back to School Night in English and Spanish
* Monthly Assemblies
* School Marquee in English and Spanish
* School Website with access to other language translations
* School Facebook/Class Dojo/Instagram (translation options)
* Progress Reports and Report Cards in English and Spanish
* IEP’s and Student Assistance Team (SAT) in English and Spanish
* At School Site Council and ELAC Meetings test results are presented in English and Spanish
* Computerized telephone calls to individual student’s parents-Blackboard message in English and Spanish
1. *Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning.*
2. *Promote two-way (school-to-home and home-to-school) communication about school programs and students’ progress.*
3. *Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives, and standards.*
4. *Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school’s instructional program.*
5. *Prepare parents to actively participate in school decision making and develop their leadership skills in governance and advocacy.*
6. Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.

## **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:

Terrace Schooldistributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

* The school’s responsibility to provide high-quality curriculum and instruction.
* The ways parents will be responsible for supporting their children’s learning.
* The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conference, frequent reports on student progress; access to staff, and opportunities to observe classroom activities.

During our School Site Council and English Language Advisory Committee meetings all members, parents and teachers, discussed what will be included into the school policy.

*\*\*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.*