

Orange Public Schools

Rosa Parks Community School: Title I School Parent and Family Engagement Policy

Rosa Parks Community School is a Title I school. As such, Title I, Part A regulations require that each school served under Title I, Part A jointly develop with and distribute to parents of participating children, a written involvement policy agreed on by the parents that describes the requirements of the Elementary and Secondary Education Act (ESEA) section 1116. Parent and Family Engagement (c) through (f) as listed below.

C. Policy Involvement

At Rosa Parks Community School, we will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of our school's participation under this part and to explain the requirements of this part, and the right of our parents to be involved;

The annual meeting will be held in September of each school year in our common meeting space (i.e. auditorium, school cafeteria, school media center, gymnasium)

2. Offer a flexible number of meetings, such as meetings in the morning, afternoon or evening, and provide, with funds provided under this part, childcare, or home visits, as such services relate to parent and family engagement;

- a. Meetings will be held at various times of the day to include early morning (i.e. after student drop-off), afternoon (i.e. prior to student pick-up), and in the evening (i.e. after 6 pm) to accommodate the schedules of our parents. Childcare will be offered. Home visits will be conducted as needed.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy;

- a. Develop and disseminate surveys as a means of collecting information for use in the development and refinement of the School Parent & Family Engagement Policy
- b. Engage parents and other key stakeholders in roundtable discussions and town hall meetings led by the School Principal
- c. Engage parents in monthly parent meetings designed to promote two-way communication involving student academic learning and school-based programming (ex: School Leadership Committee meetings, PTO meetings, Chat and Chew events, etc.)

4. Provide parents of participating children —

(A) Timely information about programs under this part;

(B) 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 students are expected to meet regarding the challenging State academic standards; and

(C) 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.

- Participation on our School Leadership Team
- Attending our monthly Principal Chat and Chew meetings

If the Annual School Plan (schoolwide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency.

- By emailing the school principal directly and/or scheduling a meeting with school principal
- Providing comments on the annual Fall and Spring Parent surveys

D. Shared Responsibilities for High Student Academic Achievement

As a component of the school-level parent and family engagement policy, Forest St. School 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. The Rosa Parks Community School Home School Compact:

- a. Communicates the role and responsibilities of parents, students, and the school in the family's home language
- b. Requires the signature of the parent, student, and principal/teacher.
- c. A copy of the home school compact is provided to each party.

E. 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, Forest St. School under this part —

1. Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children by:
 - a. Provide assistance to parents to better understand state standards by providing parent workshops, interactive parent events, and individual parent conferences

- b. Provide assistance to parents to better understand testing and alternative assessment by providing parent workshops, interactive parent events, and individual parent conferences
- c. Provide assistance to parents to better understand student performance expectations by providing parent workshops, interactive parent events, and individual parent conferences

2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement by:

- a. Disseminate monthly parent letters in the core content area
- b. Offer annual family nights in an array of academic areas (Mathematics, ELA, STEM, etc.)
- c. Offering multiple opportunities throughout the year to train parents on technologies used in support of instructional programming
- d. Offering multi-session workshops and webinars to improve parents understanding of social emotional learning and related supports

3. Shall educate teachers, pupil services personnel, principals, 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 by:

- a. Engage parents and other key stakeholders in roundtable discussions and town hall meetings led by the School Principal
- b. Engage parents in monthly parent meetings designed to promote two-way communication involving student academic learning and
- c. Districtwide programming (ex: School Leadership Committee meetings, PTO meetings, Chat and Chew events, etc.)
- d. Collaborate with the Office of Innovation and Community Engagement to ensure parents awareness of and engagement in district level programming and resources.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

- a. Engage parents and other key stakeholders in roundtable discussions and town hall meetings led by the Building Principal

b. Coordinate and integrate parent and family engagement strategies designed to support early childhood programming (ex: Preschool Intervention and Referral Specialists (PIRS), Early Childhood Advisory Councils & subcommittees, etc.)

c. Coordinate and integrate parent and family engagement strategies designed to subgroups of (ex: Special Ed Parent Advisory Group, Bilingual Advisory Council, Superintendent's Parent Council, etc.

d. Provide parental supports via the registration/enrollment/advertisement committee

5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by:

- Fully utilize available communication vehicles to disseminate information to parents that is in an understandable and uniform format via:

- a. School/district website
- b. The Orange District app,
- c. Class Dojo and Remind communication apps
- d. Translation services in multiple languages
- e. Community blasts (emails, phone, and social media channels)

F. Accessibility

In carrying out the parent and family engagement requirements of this part, Forest St. School, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand by ensuring:

- a. Parent communications are translated in Spanish and Haitian Creole.
- b. Interpretation services are available at parent meetings and school events.
- c. Additional supports are made available as needed.

G. Adoption

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes. This policy was adopted by Rosa Parks Community School on March 8, 2023, and will be in effect for the period of the 2022- 2023 school year. The school will distribute this policy to all parents of participating Title I children on or before March 10, 2023.

Signature of District Authorized Representative/Date

Debra Joseph-Charles 3/10/2023