

Roxhill Elementary's School Parent Involvement Policy

Part I. GENERAL EXPECTATIONS

Roxhill Elementary agrees to implement the following statutory requirements:

- Consistent with section 1118, Roxhill Elementary will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Roxhill Elementary will notify parents of the policy in an understandable and uniform format and, to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title 1, Part A, parental involvement requirements, to the extent practicable, Roxhill Elementary will provide 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.
- If the school-wide program plan for Title 1, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- Roxhill Elementary will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the school.
- Roxhill Elementary will build its own and the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- Roxhill Elementary will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- Roxhill Elementary will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving students academic learning and other school activities, including ensuring-

(A) that parents play an integral role in assisting their child's learning:

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) 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:

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Roxhill Elementary will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1116 of the ESEA:

- Inform parents and guardians of their rights in a school-wide Title 1 program through a presentation at the school's Open House event in September 2009 and through school newsletter articles.
- Solicit parent and guardian input to the plan through opportunity at the Open house event, PTSA meetings, informal conversations during home visits, and active membership and participation on the school's Building Leadership Team.

2. Roxhill Elementary will take the following actions to involve parents in the Process of school review and improvement under section 1116 of the ESEA:

- Solicit active membership and participation of parents and guardians on the school's Building Leadership Team.
- Provide parents and guardians with multiple opportunities to participate in and/or observe student learning through an open door policy for informal school and classroom visits with feedback invited following those visits.
- Organize and solicit involvement in a Data in a Day event where parents and guardians spend an entire day at school, learning the school's academic language

- Solicit informal feedback during home visits with parents and guardians of all the school's students.
3. Roxhill Elementary will hold an annual meeting to inform parents of the School's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A. programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend by:
 - Notifying parents and guardians through the school's bi-weekly newsletter and fliers sent home prior to the events.
 - Translating the above newsletter and fliers into Spanish and Vietnamese, the primary languages represented in the school.
 - Calling parents and guardians of students learning English as a second language to ensure they received and understood the invitation to the meeting(s).
 4. Roxhill Elementary will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
 - Providing the above information during the September 2009 Open House event at each grade level.
 - Verbally and in writing, informing parents and guardians of students receiving interventions provided through title I funds of their child's involvement in the intervention(s), how and when the interventions(s) are provided and by whom, which materials are used for the intervention(s) and how progress is monitored.
 - Providing parents and guardians with students' progress data at the end of each trimester and any time requested between formal progress reporting periods.
 5. Roxhill Elementary will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- Contacting the parent or guardian to schedule an appointment as soon as possible in the parent's location of choice;
 - Soliciting the parent or guardian's input about their children's education and progress, and implementing parent and guardian suggestions when the suggestions fit with best practices, are in the student's best interests, and can be reasonably implemented in a school-wide program. When suggestions are not deemed in the child's best interests or reasonable by the school, school personnel will explain how and why the suggestions are not reasonable and seek a solution that is acceptable to parents/guardians and school staff.
6. Roxhill Elementary will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading by:
- Sending home a letter with assessment results as soon as results are available and approved by the district to be sent out.
 - Meeting with individual parents and guardians if they have questions or concerns about their student's assessment results as soon as a meeting can be arranged.
7. Roxhill Elementary will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg> 71710, December 2, 2002) by:
- Sending a letter to parents of involved children. The letter will be translated into Spanish and Vietnamese, the primary languages other than English represented in the school with follow up phone calls to parents/guardians who speak English as a second language to ensure they understood the letter.
8. Roxhill Elementary will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this section-
- the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:

Roxhill Elementary will present the above topics during school-wide Events, as follows:

- Open house
- Math night
- Literacy Night
- WASL Night
- Monthly PTSA Meetings

In addition, the school will provide the above information during November Parent-Teacher conferences and in bi-monthly newsletter articles.

Roxhill Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:

- Hosting sessions in how parents/guardians can support students in math, literacy, and test-taking strategies at the school-wide events and PTSA meetings.
9. Roxhill Elementary will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Training in cultural competence through the Seattle Schools' Flight Schools Initiative, followed by informal staff/family interactions during home visits to every child's home over the course of the school year, beginning in August 2009.
 - Working with Campana Quetzal, a community-based organization, to educate and inform school staff about working with Latino parents and guardians.
 - Working with parent leaders, trained through the Family Partnerships Program and Readiness to Learn Program, to educate staff on how to better listen to and value families' contributions to their children's educations.
 - Providing student and parent outreach to Latino families through the Latino Achievers Club
10. Roxhill Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Ensuring that all families and school and community-based early childhood care providers and preschools are invited to and included in all school-based events and training opportunities, as described above.

11. Roxhill Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- By translating school newsletters, fliers, and notices into Spanish and Vietnamese, the primary languages other than English represented in the school, as is reasonable.
- By calling parents and guardians for a verbal communication, when needed (for example, as the school is aware parents or guardians do not read English or their home language or when a particular student has generated concern and the school feels an individual phone call is warranted to ensure the child's family is notified of programs and events).
- By informally meeting with and talking about programs, meetings, and activities when interacting with parents and guardians in the hallways before and after school.
- Use of school messenger

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Roxhill Elementary will include additional events and trainings, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement in the following ways (these are examples of discretionary activities listed under section 1118 (e) of the ESEA):

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, when funding cannot be secured using other means;
- Training parents to enhance the involvement of other parents through Readiness to Learn, add Family Partnership trainings and activities; and Parent Leaders.
- Arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education through the Seattle Schools' Flight Schools Initiative home visit program;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement

activities; this is currently being accomplished through the Campana Quetzal K-12 Pathways collaboration in the southwest Seattle community.

- Working to ensure parents/guardians participate in School Intervention Team meetings when called for individual children by notifying parents/guardians by mail and phone, translating notifications and ensuring that an interpreter is available during the meetings, and arranging for transportation and child care during meetings, as appropriate.
- Request parent/guardian support of every child reading at home for 20 minutes every day. Parents will be invited to trainings on how to support children in reading and forms for tracking the 20 minutes per day.
- Provide parents/guardians with school library cards and access to checking out library materials for themselves and/or their children.
- Provide support for families in need, and whose children did not demonstrate proficiency on state-identified assessments, through the school's Family Support Worker.

PART IV. ADOPTION

This School Parental involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the agenda of the September 2009 Open House Title I presentation.

This policy was adopted by Roxhill Elementary on March 16, 2009 and will be in effect for the period of March 17, 2009 – August 31, 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before March 16, 2009.

*(Signature of Principal)
Parent/guardian)*

(Signature of Title I qualified

(Date)

(Date)