



Cage Elementary Project Chrysalis Middle

2021-2022 Title I, Part A Parent and Family Engagement Policy

Cage Elementary and Project Chrysalis Middle School are committed to the education of the children in our community. We feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when more parents are involved in the academic process, school becomes more of a priority for their children. Cage Elementary School's motto is "Educating Students for Success in a Changing World" and Project Chrysalis Middle School's motto is "Not Just Exemplary, Extraordinary!" These expressions are not only intended to be used in our school communities, but in the East End community. It is our pledge to maintain a good line of communication from school to homes and our goal is to provide ample opportunities for parental involvement throughout each school year.

Title I regulations require that each school served under Title I jointly develops with and distributes the parents of participating children, the written parental involvement policy agreed upon by the parents as outlined in Title I law.

A. POLICY INVOLVEMENT

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 their school's participation under this section, to explain the requirements of this part, and the right of parents to be involved;

Our school holds an official State of the School Address by the end of September each school year to review with parents Title I School requirements and the school's Parent Involvement policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and facilitate a review of the school's improvement plan.

2. Offer a flexible number of meetings such as meetings in the morning or evening,

Parents are invited to participate in a variety of meetings and activities over the course of the school year. Due to the Covid-19 Pandemic and the District's Reopening Plan

Guidelines, our Open House is held virtually in September and again in October to provide parents the opportunity to formally meet their child's classroom teacher and to become better informed about the grade level expectations and their child's academic progress. In order to meet the needs of our diverse group of parents, training on a multitude of topics are obtainable year-round. Formal training and workshops scheduled throughout the year are guided by a parent input and survey data and vary in date and time.

Administrative Team and the Family Advocate make special arrangements to link parents to the needed resources and events.

Parents will be invited to participate in a parent-teacher conference at least twice a year to discuss their child's progress. Teachers may receive parents in the morning, during the school day, and/ or afterschool to accommodate as many reciprocating parents as possible.

3. Involve parents, in and organized, ongoing, and timely manner in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parental Involvement Policy. An organized PTA has been established at our school to create a forum for parental input and involvement.

4. Provides parents of participating children timely information about programs under this section; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in the decisions relating to the education of their children, and respond to any suggestions as soon as practically possible.

Our school communicates with parents often for the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as:

Our System Handbook, School Handbook, classroom newsletters, school newsletters, the school's website, teacher's websites, communication folders, parent link (phone call system, parent/ teacher conferences, IEP meetings, PTO meetings, Title I meetings, School Council meetings, individual notes home/ calls home, Family Fun Nights, Parent Universities, Parent Resource Room (Rm 102), parent workshops, Open House, Back to School Night, mid-term progress reports, report cards, benchmark results, fluency scores, school marquee information in hopes of creating productive dialogue between home and school concerning improved student achievement.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHEIVEMENT

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 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 the students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher-Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. These compacts are also used to motivate the students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

C. 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 this section:

1. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local assessments, the requirements of this section, and how to monitor a child's progress and work with educators to improve the achievement of their children;

Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

2. Shall provide materials and training to help parents work with their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

3. Shall educate teachers, pupil services personnel, principals 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;

Faculty and staff members will be cognizant of educational resource on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys, and during one-on-one conferences. Information derived will be utilized by the school's administrative team to strengthen the tie between school and home to increase student achievement. The Family Advocate, along with the school's Parent Council will

take the lead in providing a multitude of opportunities for parents to become involved in our school over the course of the year to take full advantage of the benefits that come with active parental involvement.

4 Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the community based early learning programs and conduct other activities, such as a parent resource center, that encourages and supports parents in more fully participating in the education of their children;

Our school population includes three PreK classes and a bilingual program beginning in Kindergarten. A parent resource room houses resources and references for parents of early childhood students. Field trips are plentiful throughout the year and parents are encouraged to attend these events as often as possible.

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 some extent, practical language parents can understand.

Due to the volume of paper sent home each year from school to home, written information is purposefully as compact and concise as possible. Cage and Project Chrysalis have made it a practice to send home school correspondence in English and Spanish to ensure all information related to our school is understandable.

6. In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency. Parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practical, in a language parents can understand.

Parents of all students, regardless of English proficiency, mobility, or disability, are considered an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help the parent to more fully understand the educational process and the academic progress of his/ her child, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/ teacher conferences, making available parent resources in English and Spanish in our parent resource room, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/ or students with disabilities.