



Farias ECC – 515 E. Rittenhouse – Houston, Texas 77076

**Where Children are Caring, Creative, Confident, Collaborative, and
Capable Critical Thinkers**

**Farias Early Childhood Center Parent and Engagement Policy
ESSA Section 1116
2024-2025**

Farias Early Childhood Center shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Section 1116 (b)(1) & (e)(5)

Farias Early Childhood Center shall 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 part and to explain the requirements of this part, and the right of the parents to be involved. Farias Early Childhood Center will convene 4 annual Title IA meetings in Fall 2020 and 4 Title IA meeting in Spring 2025.

Section 1116 (c)(1)

Farias Early Childhood Center shall offer a flexible number of meeting, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

Section 1116 (c)(2)

Farias Early Childhood Center shall 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 and the joint development of the schoolwide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

Section 1116 (c)(3)

Farias Early Childhood Center shall 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 of the challenging State academic standards.

(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.

Section 1116 (c)(4)

If the schoolwide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Section 1116 (c)(5)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, ***Farias Early Childhood Center*** shall: Section 1116 (e)

(i) provide assistance to parents of children served by the school, 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.

Section 1116 (e)(1)

(ii) 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 (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Section 1116 (e)(2)

(iii) educate 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.

Section 1116 (e)(3)

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool 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.

Section 1116 (e)(4)

(v) provide such other reasonable support for parental involvement activities as parents may request.

Section 1116 (e)(14)

1. ***Farias Early Childhood Center*** will review the Parent and Family Engagement Policy in late September with parents, family members, and the community during Coffee with the Principal. The Parent and Family Engagement Policy will be reviewed on a yearly basis and revised if deemed necessary based on the needs of the campus. Parents and family members are encouraged to participate in the writing process of the Parent and Family Engagement Policy. Parents are given the opportunity to participate in the writing process during the developing, reviewing, revising, and agreeing upon the Parent and Family Engagement Policy.
2. ***Farias Early Childhood Center*** will convene four annual Title I meetings in the Fall of 2024 and four Title I meetings in the Spring of 2025. Two of the Fall 2024 meetings will convene in the morning during school hours and two meetings will convene in the evening to allow all parents the opportunity to attend. The morning meeting will contain the same information as the evening meeting the week prior as a TEA requirement. Two of the Spring 2025 meetings will convene in the morning during school hours and two will convene in the evening to allow all parents the opportunity to attend. Parents will be notified of the Title I meetings through callouts, Twitter, Facebook, Class Dojo, and flyers.
3. ***Farias Early Childhood Center*** will have a total of eight Title I Part A meetings for the 2024-2025 school year. Four meetings will convene in the Fall and four meetings will convene in the Spring. TEA has required all campuses to hold a meeting and morning and a meeting in the evening on different days to accommodate all parents. In Fall 2024, there will be a total of four meeting. The meeting that is held in the morning will contain the same information during the evening meeting. In Spring 2025, there will be a total of four meetings. The meeting that is held in the morning will contain the same information during the evening meeting. Farias Early Childhood Center may assist with transportation, childcare, or home visits when requested.
4. ***Farias Early Childhood Center*** shall allow parents to participate in the developing the PFE program and activities. During Title I part A meetings, SDMC meetings, and other parent meetings; parents will be given the opportunity to participate in developing PFE programs and activities. The Parent and Family Engagement Policy will be reviewed during Title I meetings and revised on a yearly basis based on the needs of the campus. The parents' role when developing the Campus Improvement Plan (CIP) is instrumental to have a voice from the parents and community. During Title I, SDMC, and other parent meeting, parents will have the opportunity to give input in creating the SIP. Adequate representation means the parents represent the demographic of the

school community, as well as including parents of migrant students and/ or parents of special education students. Parents will receive the following notifications in a timely manner:

- a. Title 1 Status
 - b. Teacher and Paraprofessional Qualifications
 - c. Explanation of HISD Curriculum
 - d. Explanation and Description of Assessment
5. ***Farias Early Childhood Center*** at the request of parents will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the academic progress and education of their children. The curriculum and assessments components will be discussed with parents during the Title I meetings. Campus data will be shared with parents when data is available after district assessments and interim assessments. Individual student's data will be shared with parents during parent conferences. Farias Early Childhood Center will have the following opportunities for parents to meet with teachers and receive information regarding student progress such as:
 - a. Parent Conferences
 - b. Open House
 - c. Parent Meetings
 - d. Progress Reports
6. ***Farias Early Childhood Center*** will explain the CIP to parents during Coffee with the Principal, Title I meetings, and other parent meetings as deemed necessary. If parents have negative comments and are not satisfied with the CIP those comments will be directed to the principal who will present them to the LEA office.
7. ***Farias Early Childhood Center*** will provide assistance to parents of children served by the school, regarding topics such as State academic standards, State and local academic assessments, and how to monitor their child's progress and work with educators to improve student achievement. Resources include:
 - a. Parent Classes
 - b. Wraparound Specialist Services
 - c. Read and Rise
 - d. Literacy Night
 - e. Parent Conferences
 - f. Newsletters
 - g. PowerSchool Parent Portal
 - h. Parent Engagement Coordinator

8. ***Farias Early Childhood Center*** will provide material and trainings to help parents work with their children to improve academic achievement. Resources include:
 - a. Parent Classes
 - b. Read and Rise
 - c. Literacy Night
 - d. Parent Conferences/ Meetings

9. ***Farias Early Childhood Center*** will conduct monthly PLCs to educate teachers, instructional support personnel, principals, and other school leaders with the assistance of parents on how to reach out to, communicate with, and work with parents as equal partners to build strong ties between the parents and the school. Activities to help bridge the gap between parents and school include:
 - a. Community Council
 - b. Coffee with the Principal
 - c. Read and Rise
 - d. Literacy Night
 - e. Parent Conferences
 - f. Newsletters
 - g. Title I Meetings
 - h. Twitter/ Facebook

10. ***Farias Early Childhood Center*** to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs that encourage and support parents in more fully participating in the education of their children. These programs and activities include:
 - a. Parent Conferences
 - b. Newsletters
 - c. School Websites
 - d. Literacy Night
 - e. Coffee with the Principal
 - f. Title I Meetings
 - g. Parent Classes

11. ***Farias Early Childhood Center*** will provide other programs and services to parents that are frequently requested by parents and families that are deemed necessary for the empowerment of parents. The programs could include:
 - a. Parenting Classes
 - b. English classes
 - c. Computer Classes
 - d. Access to Computers