

# **Title I School-Level Parent and Family Engagement Policy**

## **Gilbert High School**

2024-25

With approval from the local governing board, Gilbert High School has jointly developed with and have made accessible 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. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) The parent representatives on our School Site Council (SSC) are involved in reviewing and adopting the Parent and Family Engagement Policy. Selected by their peers, these representatives act on their behalf to ensure that the document is representative of what Gilbert offers and that any necessary amendments are made. The Parent and Family Engagement Policy that is officially adopted at an SSC meeting is made available to all stakeholders, in both English and Spanish, via the school website.

### **Part I: Involvement of Parents in the Title I Program**

The Parent and Family Engagement Policy shall describe the means for how Gilbert High School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The schools 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 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. This presentation takes place at a school event, such as Back to School Night, Open House, or Coffee with the Principal. All families are invited to these events by our Family and Community Engagement Specialist (FACES) and/or our Community Schools Coordinator. (20 U.S.C. § 6318[c][1])
- b) The schools offer a flexible number of meetings, including 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. Our informational meetings include Coffee with the Principal; *Ready, Set, Go* classes; Aeries workshops; and walk-in hours for parents to visit our Family Center and our Community Center for any help they may need. (20 U.S.C. § 6318[c][2])
- c) The schools involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning and review of the School-Parent Compact, the Parent and Family Engagement Policy, and the annual School Plan for Student

- Achievement (SPSA). These documents are reviewed at our SSC meetings, and ELAC parents are invited to join. (20 U.S.C. § 6318[c][3])
- d) The school provides parents of participating children with the following:
- i. *Timely information about the Title I program.* This information is presented at our SSC and ELAC meetings, and Coffee with the Principal. (20 U.S.C. § 6318[c][4][A])
  - ii. *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 state academic standards.* Parents are informed of or can request information via curriculum letters from teachers, counseling/parent meetings, and Coffee with the Principal meetings. (20 U.S.C. § 6318[c][4][B])
  - iii. *Opportunities for regular parent meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their student.* Our FACES and Community Schools Coordinator invite parents to share their suggestions/concerns, and our *Ready, Set, Go* classes teach parents how to address their concerns and support the education of their child. (20 U.S.C. § 6318[c][4][C])
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the SPSA when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

## **Part II: Building Capacity for Involvement**

To support a partnership with the school, parents, and community in order to improve student achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I Part A, how to monitor their student's progress, and how to work with educators to improve the achievement of their child. Parents are invited and encouraged to attend *Ready, Set, Go* classes and other informational meetings that are offered. (20 U.S.C. § 6318[e][1])
- b) The schools provide materials and training to help parents work with their child to support academic achievement and to foster parental involvement. Parents are invited and encouraged to attend informational meetings and Parent Leadership Academies. (20 U.S.C. § 6318[e][2])

- c) With the assistance of parents, the schools educate teachers, support personnel, principals, school leaders, and staff in the value and utility of parent contributions, including how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school. Professional development classes that teach employees communication skills to foster our outreach to families are a requirement for all administrators, teachers, and instructional assistants throughout the year. (20 U.S.C. § 6318[e][3])
- d) The schools, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, and conduct other activities that encourage and support parents in more fully participating in the education of their child. Our Family Center is led by our FACES and our Community Center is led by our Community Schools Coordinator; both communicate with parents in English or in Spanish. (20 U.S.C. § 6318[e][4])
- e) The schools ensure that information related to school events, parent meetings, and other activities is available to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. This includes phone calls, emails, and other forms of communication. (20 U.S.C. § 6318[e][5])
- f) The schools provide such other reasonable support for parental involvement activities under this section as parents may request, and feedback about our program is encouraged. (20 U.S.C. § 6318[e][14])

### **Part III: Accessibility**

In carrying out the parent and family engagement requirements of Title I, Part A, Gilbert High School, to the extent practicable, shall provide opportunities for the informed participation of all parents and family members, including those with limited English proficiency, disabilities, or migratory status. This includes providing information and school reports required under Section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

### **Part IV: School-Parent Compact**

As a component of the Parent and Family Engagement Policy, Gilbert High 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 and the means by which the schools and parents will build and develop a partnership to help children achieve the state's high standards. The School-Parent Compact shall outline the following requirements: (20 U.S.C. § 6318[d])

- a) The schools will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the state academic standards, and the parents will be responsible for supporting their child’s learning, including participating, as appropriate, in decisions relating to the education of their child and the positive use of extracurricular time. The School-Parent Compact is made available to all families every year via the student planner and parent handbook. (20 U.S.C. § 6318[d][1])
  
- b) The schools stress the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])
  - 1. Parent-teacher conferences, IEP meetings, parent/counselor meetings, and parent informational meetings, during which the compact shall be discussed as it relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])
  
  - 2. Frequent reports to parents on their child’s progress, including, but not limited to, progress reports, report cards, emails, phone calls, and parent/counselor meetings. (20 U.S.C. § 6318[d][2][B])
  
  - 3. Reasonable access to staff, opportunities to volunteer and participate in their child’s education, and observation of classroom activities through Parent Learning Walks. (20 U.S.C. § 6318[d][2][C])
  
  - 4. Regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. This includes Family Center and Community Center events, Coffee with the Principal, and meetings as needed or requested with our counselors, administrators, and teachers. (20 U.S.C. § 6318[d][2][D])

**Part V: Adoption**

This policy was adopted by the SSC of Gilbert High School on May 1, 2024 and will be in effect for the 2024-25 school year.