

Agnes Risley

Parent and Family Engagement Policy/Plan and Procedures 2022-2023

Agnes Risley is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if **Agnes Risley** and home work together to promote high achievement by our children. Neither home nor **Agnes Risley** can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

Agnes Risley recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. **Agnes Risley** intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

- A. **Agnes Risley** will **jointly develop/revise** with parents the school **Parent and Family Engagement policy**, distribute it to parents, and make available the Parent and Family Engagement policy/procedures to the local community.

List actions- Identify barriers to parents for participation in Title I activities, needs of parents, etc., to assist with learning, strategies to support successful school and family interactions

Our parent engagement and Family Engagement Policy will be reviewed and revised during our SPP review meeting, which is held at the Morning Mug during the Spring time. This annual parent meeting will focus on the types and kinds of services offered through the Title I program and provide parents the opportunity to ask questions, give input, and receive information about upcoming school wide events, activities and community services.

- B. Convene an **annual Title I meeting** to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved.

(Describe when and where the annual meeting will be held)

A meeting is set immediately preceding Risley's Back to School night each year.

- C. **Offer flexible meetings** and may provide transportation, childcare, or home visits, as such services related to Parent and Family Engagement.

(Describe how flexibility is provided)

Regular, two-way, meaningful communication is our goal. Translations of written materials and interpreters for meetings, conferences and phone calls will be, to the extent practicable, made available so that all parents can be informed. Conferences are held twice a year, at various times during the day, to discuss student progress and review the Educational Accord (presented during Fall Conferences). Teachers are expected to make positive contact with parents in the morning and evenings about their student throughout the school year.

- D. **Involve parents**, in an ongoing and timely way, in the **planning, review, and improvement of Title I programs** including the Parent and Family Engagement Policy and the **school-wide improvement plan**.

(List actions)

The Principal meets with families at the start of the school year to review the school performance plan, family engagement goals, and the policy to seek input on the alignment of the goals with family and parent needs.

- E. Provide parents of participating children—Timely information about programs under this part.

- a. A description 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.

Curriculum Adoptions

Standards used in Washoe County School District shall meet or exceed the Nevada Academic Content Standards adopted by the Nevada State Board of Education.

(Office of Academics, Board Policy 6605, Academics: Curriculum & Content Standards, 9/22/2015).

| GRADE | PROGRAM | CONTENT |
|-------|--|-----------------------|
| K-2 | Bridges | Mathematics |
| 3-5 | enVision | Mathematics |
| K-5 | School City | Mathematics |
| 2-5 | Benchmark Advance | English Language Arts |
| K-5 | Next Generation Science Standards (NGSS) Units | Science |
| K-5 | Social Studies Standards Core Aligned Units | Social Studies |

Assessment

It is the responsibility of the teacher to plan instruction that ensures that curriculum objectives are taught and that student learning is assessed. The teacher shall use a variety of instructional and assessment strategies with multiple resources to teach and measure the acquisition of those objectives. The teacher may enhance instruction beyond those objectives.

(Office of Academics, Board Policy 6605, Academics: Curriculum & Content Standards, 9/22/2015).

| GRADE | ASSESSMENT | DESCRIPTION | PROFICIENCY |
|-------|---|---|---|
| K-3 | Measures of Academic Progress (MAP) <ul style="list-style-type: none"> English Language Arts (ELA) | MAP is a computer-based testing system, correlated to the Nevada accountability assessments, that adapts to the child in real time as test progresses. Students are presented with age appropriate test questions at different levels of difficulty that adjust based on the students' responses. Data may be used to monitor student growth and help define student instructional level. | Based on 2015 RIT Scale Norms |
| 3-5 | Smarter Balanced Assessment Consortium (SBAC) <ul style="list-style-type: none"> English Language Arts (ELA) Mathematics Science (grade 5) | Measures student knowledge of the Nevada Academic Content Standards (NVACS). | Level 3 Student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills |

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|-------------------------------|--|---|--|
| | | | needed for likely success in future coursework. |
| K-5 English Language Learners | ACCESS for ELLs 2.0 Online <ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing | The test provides information about students' English language abilities in school. | The WIDA Screener Score Calculator must be used for grades 1-12 to determine domain and composite proficiency levels. |
| K-5 | Common Formative Assessments | Standards based agreed upon classroom assessments used to evaluate student learning progress and achievement at the conclusion of a classroom instructional period. | Proficiency is determined and developed by classroom teachers. |
| K-5 | Student Learning Objectives | Student Learning Objectives (SLOs) are long-term goals for student growth set by the teacher at the beginning of a course of study. Growth goals are set after a thorough review of students' existing data, developed through consultation and collaboration with colleagues, and approved by administration and site-based review team. | Proficiency is determined and developed by classroom. |

- b. 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 practically possible.

We use multiple forms of communication to provide our families with information about school and parent programs, meetings, workshops and other activities. We use take home fliers, Connect Ed phone messages, newsletters, phone calls, email, Class Dojo and posting information on the outside Reader Board and Parent Information Bulletin Board. Regular, two-way, meaningful communication is our goal. Translations of written materials and interpreters for meetings, conferences and phone calls will be, to the extent practicable, made available so that all parents can be informed. Conferences are held twice a year, at various times during the day, to discuss student progress and review the Educational Accord. Teachers are expected to make positive contact with parents about their student throughout the school year.

- F. If **school-wide program plan 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 district.

(List actions)

School staff and families will continuously collaborate to support students' learning and healthy development both at school and home. Throughout the year parents will be provided information on grade level requirements, homework policies, how to monitor schoolwork at home, how to work with educators, classroom curriculum and technology support. Information about school policies, state academic content standards, academic assessments, target proficiency level assessments, and learning options for students will be provided. Families are encouraged to attend our Literacy, and Math Family events, as well as other school

events. Because parent engagement is such a vital element for improvement of student achievement, parents will also be involved in jointly developing ways to educate Agnes Risley staff in how to effectively communicate with, engage and work with parents as equal partners.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- A. As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under Title I, a **school-parent compact** (Educational Accord) that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement. **Provide frequent reports** to parents on their child's progress. **Provide parents with reasonable access to staff**, opportunities to volunteer and participate in their child's class and observation of classroom activities. **Ensure regular two-way, meaningful communication between family members and school staff** and, to the extent practicable, in a language that family members can understand.

(List actions)

Conferences are held twice a year, at various times during the day, to discuss student progress and review the Educational Accord. Regular, two-way, meaningful communication is our goal. Translations of written materials and interpreters for meetings, conferences and phone calls will be, to the extent practicable, made available so that all parents can be informed. Parents are welcome to visit and volunteer in the classrooms. Teachers are expected to make positive contact with parents about their student throughout the school year.

B. BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

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 district must:

1. **Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.**

(List actions)

- Supporting student success: School staff and families will continuously collaborate to support students' learning and healthy development both at school and home. Throughout the year parents will be provided information on grade level requirements, homework policies, how to monitor schoolwork at home, how to work with educators, classroom curriculum and technology support. Information about school policies, state academic content standards, academic assessments, target proficiency level assessments, and learning options for students will be provided.
- Speaking up for every child: Agnes Risley is dedicated to provide opportunities for families to be empowered to participate actively in the academic process of their children. Families are encouraged to be advocates for their own and other children, to ensure they are treated fairly and have access to learning opportunities such as, English Classes, and Infinite Campus, that will support their success. Families will receive information on all opportunities for parent education and training to assist them in advocating for students and families.

2. **Provide materials and training to help parents to work with their children**, such as literacy training and using technology (including education about the harms of copyright piracy).

(List actions)

Families are encouraged to attend our Literacy, and Math Family events, as well as other school events. Because parent engagement is such a vital element for improvement of student achievement, parents will also be involved in jointly developing ways to educate Agnes Risley staff in how to effectively communicate with, engage and work with parents as equal partners.

3. **Provide professional development to teachers**, specialized instructional personnel, and other staff **on the value of parent** and their communities to increase academic achievement.

(List actions)

Principal and Dean work with grade level teams to ensure that parents are being communicated with regularly and in an effective manner. At times, administration monitors and, if needed, models positive interactions. If communication is not effective, teams work together determine the area of concern and take the appropriate steps to correct the problem.

4. **Coordinate and integrate parent engagement 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 parent engagement.

(List actions)

In collaboration with the Family Resource Center, UNR, Public Preschool Programs, Nevada Food Bank, Boys & Girls Club, Parent University and other community organizations, we will coordinate resources and services for families, students and the school. Through the assistance of businesses, agencies and other community groups, parent requests and services will be provided as practicable.

5. 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**.

(List actions)

We use multiple forms of communication to provide our families with information about school and parent programs, meetings, workshops and other activities, we use take home fliers, Connect Ed phone messages, newsletters, phone calls, emails, Class Dojo and posting information on the outside Reader Board and Parent Information Bulletin Board. Regular, two-way, meaningful communication is our goal. Translations of written materials and interpreters for meetings, conferences and phone calls will be, to the extent practicable, made available so that all parents can be informed.

Allowable activities:

1. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. *(List actions)*

Parents are encouraged to attend our Literacy and Math events, as well as well as other school events. Because parent engagement is such a vital element for improvement of student achievement, parents will also be involved in jointly developing ways to educate Agnes Risley staff in how to effectively communicate with, engage and work with parents as equal partners.

2. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training. *(List actions)*

In collaboration with UNR, Parent University, Nevada Food Bank and other community organizations, we coordinate resources and services for families.

3. May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions. *(List actions)*

Parent University provides access to childcare.

4. May train parents to enhance the involvement of other parents. *(List actions)*

Agnes Risley is dedicated to providing opportunities for families to be empowered to participate actively in the academic process of their children. Families are encouraged to be advocates for their own and other children, to ensure they are treated fairly and have access to learning opportunities such as, English classes, and Infinite Campus, that will support their success. Families will receive information on all opportunities for parent education and training to assist them in advocating for students and families.

5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation. *(List actions)*

Conferences are held twice a year, at various times during the day, to discuss student progress and review the Educational Accord. Regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

6. May adopt and implement model approaches to improving Parent and Family Engagement. *(List actions)*

We use multiple forms of communication to approach our families with information about school and parent programs, meetings, workshops, and other activities we use take home fliers, phone calls and posting information on the outside Reader Board. Regular two-way, meaningful communication is our goal. Translations of written materials and interpreters for meetings, conferences and phone calls will be to the extent practicable, in a language the parents can understand.

7. May establish a district parent advisory council to provide advice on all matters related to Parent and Family Engagement in programs supported under this section. *(List actions)*

Parents will have the opportunity for leadership through Risley's Morning Mug, Parent Committees, a Parent Club, and a Parent Advisory Team.

8. May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities. *(List actions)*

In collaboration with Family Resource Centers, UNR, Public Preschool Programs, Nevada Food Bank, Boys and Girls Club, Parent University, and other community organizations we will coordinate resources and services for families, students and the school.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements, schools, as practicable, shall provide opportunities for the **informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children)**, including **providing information and school reports** required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(List actions)

Meaningful communication is our goal. Translations of written materials and interpreters for meetings, conferences and phone calls will be to the extent practicable, in a language the parents can understand.

PART IV-ADOPTION

This **Agnes Risley** Parent and Family Engagement Policy was developed/revised jointly and agreed upon with parents of children participating in a Title I school, as evidenced by an attendance document.

The Parent and Family Engagement Policy was developed/revised by **Agnes Risley** on 06/01/2022 and will be in effect for the period of the 2022-2023 school year. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 10/01/2022.

Signature of Title I Authorized Representative

Date

Date _____

| Name and Signature of Parents, Students, and Staff Involved in the Parent & Family Engagement Policy Process: | |
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| Name | Signature |
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