

**Parent and Family Engagement Policy**  
**Richfield Dual Language School**  
**2021-22**

RDLS is committed to the goal of providing quality education for every child in this school. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. We can't do this job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Part I: School Family Involvement Policy Components

Required Activities	RDLS will:	Date(s)
<ul style="list-style-type: none"> <li>● Jointly develop/revise with parents the school parent involvement plan and distribute it to parents and make available to the community.</li> </ul>	Convene two annual meetings 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. Share what we have created and ask for input.	Fall 21 Spring 22
<ul style="list-style-type: none"> <li>● Convene an annual meeting 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.</li> </ul>	Convene annual meeting to: a. Share about the school budget and how we create the district Title I plan. b. Ask for input for the next year Title I plan	Fall 21 Spring 22
<ul style="list-style-type: none"> <li>● Offer a number of flexible meeting options, and may provide, with funds provided under this part, transportation, child care, interpreting, translations, or home visits, as such services relate to parental involvement.</li> </ul>	a. All communication shall be provided in the main languages used by our parents (Spanish and English) b. Let families know that interpreters are available for any event including when they stop by to visit the classroom or inquiry information. c. Family Liaison communication to families to keep informed about events coming up. d. During school communication (voice, letter, meetings) share our district calendar - how to use it. e. Share information with the school community as events are approaching. f. Ask for volunteers to support district events not related to RDLS. g. Individual conferences either in person or virtual	On going
<ul style="list-style-type: none"> <li>● Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan</li> </ul>	Trimester revision after done with the SIT Coffee with the Principal	Dec and April
<ul style="list-style-type: none"> <li>● Provide parents:               <ol style="list-style-type: none"> <li>a. Timely information about programs under this part;</li> <li>b. A description and explanation of the curriculum in use at the school, the forms of academic and linguistic assessment used to measure student progress, and the proficiency levels students are expected to meet; and</li> <li>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 possible.</li> </ol> </li> </ul>	a. Have a Literacy evening event for parents to learn about Literacy strategies, games and how simple it is to support reading. b. Have a Math evening event for parents to learn about Math curriculum, games and how simple it is to see math around us. c. Conferences with teachers.	Oct 5, 21  Nov 9, 21  October 2021 and February 2022

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Part II: Shared Responsibilities for High Student Academic Achievement

Required Activities	RDLS will	Date(s)
<ul style="list-style-type: none"> <li>● Jointly develop with parents a school-parent compact that outlines how parents, staff and students will share responsibility for improved student academic and linguistic achievement:               <ul style="list-style-type: none"> <li>a. 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;</li> <li>b. Provide frequent reports to parents on their children's progress;</li> <li>c. Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class.</li> <li>d. Make sure that two-way meaningful communication between family members and school staff is addressed and when at all possible, is in a language the parents and family members can understand.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Fall conferences</li> <li>b. Progress Report</li> <li>c. Report Cards</li> <li>d. Monthly/ Weekly newsletters</li> <li>e. Classroom communication apps (SeeSaw, Google phone)</li> <li>f. Grade Level Parents support</li> <li>g. Coffee with the Principal – 7:45am</li> </ul>	On going

Part III: Building Capacity Requirements for Parent and Family Engagement

Required Activity	RDLS will	Date(s)
<ul style="list-style-type: none"> <li>● School and local educational agency shall:               <ul style="list-style-type: none"> <li>a. Provide assistance to the parents, as appropriate, in understanding such topics as the state's content standards and state academic and linguistic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;</li> <li>b. Provide materials and training to help parents to work with their children to improve their children's academic and linguistic achievement, as appropriate, to foster parental involvement;</li> <li>c. Educate 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;</li> <li>d. Coordinate and integrate parent involvement programs and activities, to the extent feasible and appropriate;</li> <li>e. Ensure that information is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand</li> <li>f. Provide other reasonable support for parental involvement activities under this as parents may request.</li> <li>g. <b>May</b> pay reasonable and necessary expenses associated with local parental involvement activities, including transportation, interpreting, translations, and child care costs, to enable parents to participate in school-related meetings and training sessions.</li> <li>h. <b>May</b> 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 parental involvement and participation.</li> <li>i. <b>May</b> adopt and implement model approaches to improving parental involvement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. K-1 Literacy Night</li> <li>B. K-1 Math Night</li> <li>C. Successful conferences</li> <li>D. Provide PD for staff on:               <ul style="list-style-type: none"> <li>● Maintain families informed about the students' progress.</li> <li>● Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class.</li> </ul> </li> <li>E. Provide the schedule for the Family Liaison to be active in reaching out to families and get them involved in the student's academic achievement.</li> <li>F. Everything is sent out in both Spanish and English</li> <li>G. School Social Worker and Outreach Worker support families to attend events at school</li> </ul>	<p>Oct 5, 21</p> <p>Nov 9, 21</p> <p>Oct 19-20,21 Feb 16-17, 22</p> <p>Staff meeting-Oct 11th</p> <p>Fall 2021</p> <p>On going</p>

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	<p>H. Social Worker and Outreach Worker coordinate to provide funding for transportation</p> <p>I. Teachers are flexible in offering times and formats (ie Skype, Facetime, Google Meets) that work for families for conferences and meetings</p> <p>J. RDLS will be exploring other models such as home visits, community walks, one-on-one conversations, etc. this year</p>	
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Part IV: Accessibility Requirements

Required Activities	RDLS will	Date(s)
<ul style="list-style-type: none"> <li>Provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.</li> </ul>	<p>a.All communication shall be provided in the main languages used by our parents (Spanish or English)</p> <p>b.Let families know that interpreters are available for any event including when they stop by to visit the classroom or inquiry information.</p> <p>c.Family Liaison communication to families to keep informed about events coming up.</p> <p>d. All office personnel are bilingual</p>	<b>On going</b>

Part V: Adoption

This RDLS Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents, as evidenced by meeting minutes.

The Parent and Family Engagement Policy was developed by RDLS on **September 15, 2021** and will be in effect for the period of 2021-22 school year. The school will distribute this Parent and Family Engagement Policy to all parents of RDLS students and make it available to the community on or before **October 30, 2021**.

Parent and Family Engagement Policy contact information  
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These parents were involved with the development of this document: Sarah Egberg