

Title I Parent and Family Engagement Policies

Part I – School Parent and Family Engagement Policy

RCEEA will work collaboratively with parents to develop, review, and update the RCEEA Parent and Family Engagement Policy. Once finalized, the policy will be shared with all families of enrolled children and made accessible to the wider community. RCEEA will accomplish this through

- An annual end-of-year parent survey will gather feedback on current practices and procedures.
- Parent Handbook
- Parent Square
- The school website and printable flyers
- The annual Title I meeting

To ensure that families understand and can participate fully in the Title I program, RCEEA will hold an annual meeting at a time convenient for parents. During this meeting, RCEEA will explain its Title I status, outline program requirements, and describe parents' rights and opportunities for involvement. RCEEA will determine the meeting details and communication methods by

- Printable flyers
- Sending with students in backpacks
- Social Media Updates
- Parent Square
- Community Walks
- PTO/PTA Updates

RCEEA is committed to offering flexible opportunities for parent engagement. Meetings will be scheduled at various times, including mornings and evenings. When possible, RCEEA will provide transportation, childcare, or home visits, supported by Title I funds. Flexibility will be ensured through

- Virtual and Evening Meeting Options
- Activities for Children
- Refreshments

Parents will be actively involved throughout the year in planning, reviewing, and improving the RCEEA Title I plan, including the requirements outlined in Sections 1112, 1114, and 1116. This ongoing involvement will occur through

- PTO/PTA and Parent councils

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- Family Representative
- Parent Surveys

To support families of English learners, RCEEA will implement effective outreach and provide information in languages and formats that are easily understood by parents. These efforts will help families participate in their child's education and assist their children in attaining English proficiency, achieving at high levels, and meeting State academic standards. Outreach will be carried out by

- Leveraging Language Justice Department
- Language Line
- On-site Interpreters

RCEEA will also ensure that parents receive timely information about Title I programs, along with clear explanations of RCEEA's curriculum, academic assessments, and expected proficiency levels. Upon request, parents will be offered opportunities to meet regularly, share suggestions, and collaborate on decisions related to their child's education, with RCEEA responding promptly to their input. These commitments will be fulfilled by

- Parent Square
- Weekly Newsletters
- Parent Teacher Conferences (two per year)
- Interim Reports and Report Cards

If parents are not satisfied with the schoolwide program plan, their comments will be collected and submitted to the LEA upon sharing the plan. RCEEA will uphold this requirement by

- Having an open-door policy for communicating and scheduling meetings with the administration

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Part II – Building Capacity for Parents and Staff

To ensure effective involvement of parents and to support a partnership among RCEEA, parents, and community to improve student academic achievement, each school and LEA must engage families and staff in activities that:

RCEEA will assist parents in understanding the challenging State academic standards, how to monitor their child's progress, and how to work collaboratively with educators. These efforts will include providing guidance, resources, and opportunities for parents to engage directly with staff and students, and will be carried out through:

- o Testing Schedules
- o SOLs and Pacing Guides
- o Printable Diagnostic Assessments and Summaries

To further support families, RCEEA will provide materials and training to help parents work with their children at home. This may include literacy instruction, technology training, and guidance on responsible digital practices, including the harms of copyright piracy. Resources and training will be offered through:

- o School YouTube page with Literacy and Math Supports
- o Title I events with take-home materials
- o VDOE resource site

RCEEA will also provide professional development for teachers, specialized instructional personnel, and other staff to increase understanding of the value of parent engagement and the role of families and communities in promoting student achievement. Staff development will include:

- o Professional Development on Family Engagement
- o Monthly staff meetings
- o School-wide departmental representation when planning family engagement activities
- o Data-centered outreach

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Parent engagement will be coordinated and integrated with other federal, state, and local programs, including public preschool programs. Additional initiatives, such as parent resource centers, will be conducted to encourage and support meaningful family participation.

Coordination and implementation will occur through:

- o Parent engagement activities are aligned across Special Education, ELL services, Counseling, Athletics, and Attendance to ensure consistent communication and support.

RCEEA will ensure that information about programs, meetings, and other engagement activities is provided to parents of enrolled children in formats and languages they can understand, to the extent practicable. Communication and outreach will be maintained through:

- o Take-home materials in various languages
- o Weekly email newsletters through Parent Square
- o Interpretation services

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Part III – School-Parent Compact

RCEEA and the parents of enrolled children agree to share responsibility for student learning and to build a partnership that helps children meet the State's high academic standards.

School Responsibilities

RCEEA will provide high-quality instruction, hold conferences, communicate progress, make staff accessible, provide volunteer opportunities, and maintain two-way communication, through:

1. Providing high-quality curriculum and instruction in a supportive learning environment, through:
 - SOL attachment to Family Engagement Events
 - Research-based instructional materials
 - Extended learning opportunities
2. Holding parent-teacher conferences at least annually to discuss the compact and student achievement, through:
 - Formal caregiver conferences
 - Ongoing teacher communication
 - Open access to counselors, APs, and support staff
 - Goal-setting meetings
 - IEP, 504, and EL support meetings
 - Tiered intervention meetings
3. Providing parents with frequent progress reports, through:
 - Quarterly Report Cards
 - Interims
 - Parent Portal Access
 - Weekly Principal Updates
4. Providing parents with reasonable access to staff for consultation, through:
 - Open-door policies
 - Caregiver conferences
 - IEP, 504, and ELL support meetings
5. Providing opportunities for parent volunteering and classroom participation, through:
 - Classroom observations
 - School-based engagement events
 - PTA/PTO membership
 - Adopt a teacher/classroom opportunities
6. Ensuring two-way, meaningful communication in a language families can understand, through:

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- District and School Website
- Parent Square
- School Communications

Parent Responsibilities

Parents will support their children's learning by monitoring attendance, ensuring homework completion, promoting positive use of extracurricular time, volunteering, participating in educational decisions, staying informed, and communicating with RCEEA, through:

- Homework and assignments
- Establish consistent school-related schedules
- Maintain regular contact with school personnel and teachers
- Utilize school-provided digital platforms

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Part IV – Accessibility Requirements

In implementing the Parent and Family Engagement requirements, RCEEA and local educational agencies will provide opportunities for all parents and family members to participate meaningfully in their child's education. This includes parents and family members with limited English proficiency, parents with disabilities, and parents of migratory children. RCEEA will ensure that information and school reports required under Section 1111 are provided in a format and, to the extent practicable, in a language that parents can understand, through:

- By providing information in English and Spanish or on platforms where it can be translated.
- Leveraging the RPS Language Line for over-the-phone and in-person translation services.
- The Parent Resource Center