



Richmond Community High School

2025-2026

Parent and Family Engagement Policy/Plan and Procedures

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

- A. RCHS will collaborate with parents to develop and/or revise the school's Parent and Family Engagement policy and procedures. These will be distributed to families of participating scholars and made accessible to the broader community.
- The Parent and Family Engagement policy and procedures will be reviewed during the PTA Board meeting.
- B. Host an annual meeting for all parents of participating students, inviting and encouraging them to attend. During this meeting, parents will be informed of the school's Title I participation, the associated requirements, and their rights to be involved.
- This year, the Title I Engagement Night (Back to School Night) was held on September 11, 2025, where parents received information about the school's Title I status and overall school operations.
- C. Provide flexible meeting options—such as morning or evening sessions—and, when applicable, use Title I funds to support transportation, child care, or home visits to promote Parent and Family Engagement.
- RCHS has consistently offered alternative scheduling for parent-teacher conferences, allowing families to attend during the day or in the evening. Cohort Nights (by grade level) and other parent events were also held virtually to support remote participation.
- D. Engage parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the school plan under Section 1112, the schoolwide program under Section 1114, and the school review and improvement process under Section 1116.
- Parent input is collected during reviews through the PTA Board, as well as through small-group and one-on-one conversations conducted during the development of the CNA executive summary.
- E. Establish effective outreach to parents of English learners in a language they can understand, informing them about how they can—
- Participate in their child's education; and
 - Actively support their child to—
 - Attain English proficiency;
 - Succeed in a well-rounded education; and
 - Meet the rigorous state academic standards expected of all students.

We regularly communicate with families through ParentSquare, which includes a translation feature. Additionally, we ensure critical written communications are provided in Spanish, request further Spanish translations as needed, and utilize the language line to communicate directly with families via a translator.

F. Provide parents of participating students with—

- Timely information about programs under this part;
- A description and explanation of the school's curriculum, the academic assessments used to monitor student progress, and the proficiency levels students are expected to achieve;
- Opportunities, upon parent request, for regular meetings to offer suggestions and participate, as appropriate, in decisions regarding their child's education, with responses provided as promptly as possible.

At RCHS, information about Title I programs and curriculum is shared through the general admissions process, mandatory orientation for new students, and annual Title I Engagement meetings led by the principal and staff. Academic assessment measures and proficiency levels are communicated via the Aspen gradebook, progress reports, interim reports, and standardized test reports when applicable. Parents receive teacher contact information through syllabi to schedule meetings, and weekly communications are sent by the principal. All federal, state, and local policies and procedures for IEP development are strictly followed.

G. If parents of participating students find the schoolwide program plan unsatisfactory, any parent comments on the plan will be submitted when the plan is shared with the district.

- Parent feedback expressing concerns about the schoolwide program is emailed to the principal and made accessible to the principal director.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement policy, each 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.

- 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.
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
 - Parent/caregiver conferences are conducted twice each year, and report cards are issued quarterly. Interim reports are also distributed four times per year, while exceptional education progress reports are provided as appropriate. Volunteer and community service opportunities are offered to families through the PTSA in collaboration with the school and through our Community Service Chair, C. Hayer. Parents wishing to visit classrooms submit requests to the classroom teacher, office staff, or principal, and visits are approved by the principal. Regular communication with families is maintained through formal letters, newsletters, email, and ParentSquare, with documents translated as needed. All staff have access to language support services to communicate with families in a language they can understand.

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:

- Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
 - Teachers and the school counselor communicate with parents to help them understand their child's progress and the relevant state academic standards. Families are encouraged to monitor their child's progress online through ASPEN and Canvas.
- 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).
 - Title One Parent Engagement Nights, including literacy and math nights, are held annually. Parents and students receive Chromebook agreement forms and technology education materials through newsletters and the RPS website.
- Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parents and their communities to increase academic achievement.
 - Teachers, instructional staff, and other personnel receive annual professional development each August, with additional sessions as needed, on the importance of parent and community involvement in supporting academic achievement.
- 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.

- o The Office of Engagement works closely with the school to offer engaging activities for students and their families, as well as assisting with resources for success. Our Family Liaison works with families and students on attendance concerns.
- 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.
 - We regularly communicate with families electronically using Parent Square, which incorporates a translation function. We also work to ensure that critical written communications are sent out in Spanish. We have several bilingual staff members who can communicate directly with bilingual families.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent 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.

- Translated documents are provided to parents where applicable and virtual meetings are offered where text to speech services or closed captions are needed. All in-person events are ADA compliant.

PART IV-ADOPTION – This RCHS Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.


The Parent and Family Engagement Policy/Procedures were developed/revised by Richmond Community High School on 09/30/2025 and will be in effect for the period of 2025-2026. 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 immediately.

Kenya Massenburg

Date: 09/30/2025

Name and Signature of Parents, Students, and Staff Involved in the Policy Development Process:


Name: Kenya Massenburg (Principal)

Signature: 

Name: Terry Strayhorn (Administrative Associate)

Signature: 

Name: Bernita Williams (School Counselor)

Signature: 

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Signature:

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Signature:

Name:

Signature:

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