Reviewed/Revised: 6/2026

ROCHESTER ELEMENTARY
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
ROCHESTER AREA SCHOOL DISTRICT
2026/2027

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Rochester Elementary in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy.

2. Convene an annual meeting, at a convenient time:

    - To which all parents and family members of participating children shall be invited, and encouraged to attend;
    - To inform parents and family members of their school's participation as a Title I school; and
    - To explain the requirements and the rights of parents and family members to be involved

3. Offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program.

5. Provide parents and family members of participating children with timely information about the Title I program.

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards.

7. Provide, if requested by parents and family members, 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.

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law.

9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

    - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
    - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:

        - Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
        - Frequent reports to parents and family members on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
        - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children.

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement.

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children.

14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand.

15. 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).

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program.

Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.