

W.H. Rhodes Elementary School
Parent/Family Involvement Policy
2015-2016 School Year

This policy provides compliance with Section 1118, NCLB

Faculty and staff at Rhodes Elementary School believe that education is the shared responsibility of the student, parents, family, school, and community. Further, we recognize that the academic achievement and success of our students depends on the strength of the partnerships developed among students, parents, families, schools, and the community from preschool through graduation and beyond.

We believe that strong partnerships can be developed through nurturing respect, sharing knowledge, supporting each partner's role, collaborating on matters of importance and by appreciating the contributions each partner makes to student achievement.

To the extent practicable, our school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. We will provide information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Our School Parent/Family Partnership Policy includes six critical commitments:

- I. Communication:** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school and school-to-community methods. Some of these methods may include school newsletters, school website, school FACEBOOK page www.facebook.com/whrhodes, call outs and possible other methods as opportunity provides and technology advances. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges. To meet this commitment, our school will:
 - a. Provide information on school and school system policies and regulations, programs, opportunities for collaboration, regular student progress reports, and parent-teacher conferences through various means (such as newsletters, school-parent orientation programs, distribution of the Santa Rosa Family Guide, use of the Connect-Ed parent notification system, internet based communication apps, and teacher web page.)
 - b. Solicit and consider parent comments and concerns and make use of parent talents by ...(use of parent surveys, comment box, solicitation of parents for special events, surveying parents through the Connect-Ed parent notification system, etc.)
 - c. Strive to ensure that the staff is available for parent-teacher communications.
- II. Parenting:** We will provide opportunities for families to enrich their

understanding of child and adolescent development, as well as their parenting skills, so they may strengthen the home conditions that support children at each age and grade level. We will assist personnel to work effectively with our diverse families. To meet this commitment, our school will: Cooperate with the PTO and other parent groups to support programs for parents to learn how to create and sustain a home learning environment by:

1. Sharing information, materials, and programs about how parents can:
 - Recognize that they have an essential role to play in their children's education by supporting, encouraging, and assisting their children to learn. For example: Rhodes has an annual KG Night that invites parents to learn about expectations in KG and to ask questions to ensure their child's success; Rhodes has a Science Mystery Night inviting parents to share in an evening with their students practicing high order thinking skills and life applications skills while solving a science mystery; Rhodes has an annual Ice Cream for Books Night that encourages parent to spend time reading and learning about how to help their children with reading; Rhodes has an annual "PI" Night where parents and students interact with math activities pertaining to MAFS. These are just a few examples of opportunities to include parents at Rhodes.
 - Get information on "parenting" topics such as nutrition, health, self-esteem, parent/child communication, motivation, discipline, child development, and other topics relevant to the specific population.
 - Foster their children's enthusiasm for learning at home as well as in school.
2. Providing space for parent training and parent materials. (parent resource center materials in Room 302)
3. Ensuring that parenting information is provided to parents on a regular, systematic basis (by distributing district provided parenting newsletters, using parent sections in school newsletters, websites, Facebook, discussion groups, workshops, etc.)

III. Learning at Home: We will promote family involvement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. We will support this commitment by:

1. Providing appropriate training for staff to work effectively with parents in order to support the concept of learning at home, including such topics as:
 - How to share curriculum content with parents
 - How to facilitate parent participation in children's learning at home
 - How to encourage parent involvement
2. Providing materials on what their child is learning and how to expand on school learning at home, as well as suggestions about available resources.
3. Suggesting ways that parent can enrich and support the curriculum.

4. Using school and PTO resources

IV. Decision-making and Advocacy: We will include students, parents, families, schools and community members as partners in planning, governance, and advocacy We will encourage participation by parents and guardians in decisions that affect their child's educational experiences. We will support this commitment by:

1. Convening an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this plan, and to explain the requirements of the Title I Program, and the right of the parents to be involved
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, child care, or home visits, as such services relate to parental involvement
3. Establishing a parent involvement advisory committee (the School Advisory Committee) that includes school staff, parents and students (where appropriate) and reflects the school/community diversity to:
 - Provide input for the management plan and decisions of the school and Title I Program.
 - Assess the effectiveness of the parent involvement program.
 - Make recommendations for positive changes in the parent involvement program.

V. Volunteering: We will expand the recruitment, training, and recognition of family and community volunteers and provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. We will support this commitment by:

1. Providing training for staff in the development of jobs for volunteers.
2. Designing activities and volunteer job descriptions to give all parents opportunities to participate in the school volunteer program.
3. Eliminating barriers that may prevent parent volunteer participation.
4. Providing orientation and training for parent volunteers.
5. Assessing the effectiveness of the volunteer program, using such factors

as :

- The number of parent participants
- The number and variety of programs served.
- The benefits to staff, students, and parents.
- The elimination of barriers to parent participation.
- Appointing members of the school staff to work cooperatively with the PTO to encourage parent participation in the school volunteer program

VI. Collaborating with Community: We will coordinate resources and services for students, families, and schools with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. We will support this commitment by:

1. Coordinating with school-based and school-linked services that will

support positive family outcomes

- Assistance with information for support services as listed in the EscaRosa Street Survival Guide and the United Way First Call for Help. Assistance includes information to encourage family access to a wide variety of community services in the areas of: assessment, child welfare, education, health, juvenile justice, mental health, prevention, recreation, and vocational services. Families are also connected with other community resources such as organizations (Kiwanis, Optimists), county offices, hospitals, libraries, parks, police, and programs for special populations.
2. Coordinating with preschool programs such as Head Start, Even Start, Healthy Start, Capstone Academy, and the Voluntary Pre-Kindergarten Program.
 3. Providing school-based mental and physical health services.
 4. Encouraging service learning projects that connect students with needs in the community.
 5. Establishing business partnerships.
 6. Hosting events involving key community partners.
 7. Allowing community organizations to use school facilities for activities that support student development.
 8. Encouraging students to participate in special fundraising events.
 9. Offering access to Healthy Kids Insurance.
 10. Offering after school care through the Community School formally known as Latchkey Program.
 11. Providing BP Grant Social Workers in which some of the following areas may be addressed: Individual and Peer Issues, Family Issues, and Academic Issues.
 - 12. Offering summer school program with Community Schools formally known as Latchkey Program.**

If you would like additional information about how you can be involved in our school's partnership, please contact: Kacie Reaves, Assistant Principal.