



Title I School-Level Parent and Family Involvement Document Marigold Elementary 2025-26

2.0 With approval from the local governing board, Marigold Elementary School has developed a written Title I parent and family engagement document with input from parents and family members of participating children. Through our School Site Council and ELAC meetings, the school and parents have shared ideas for the document. The school shares the document to parents and family members of children served under Title I, Part A by posting on our school website. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The document describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Marigold Elementary School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

The school holds an annual Title 1 Parent/Family meeting each year on the evening of Back to School Night. At this meeting, various support staff are introduced, highlights from the Title 1 program are shared and participation is discussed and invited.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])

PTA, Site Council, and English Language Advisory Committee (ELAC) meetings are held during the times of the day that work most efficiently for the site. Additional family activities may be planned and held throughout the year as well.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement document and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Site Council and ELAC meetings are conducted consistently throughout the school year. The Title 1 program is reviewed at each meeting to determine needs, effectiveness of program, and next steps for the program.

- d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Information is shared throughout the year on various topics. An annual site meeting is held at the beginning of each year and ELAC and Site Council meetings are calendared and held consistently throughout the year

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

Information is shared throughout the year on various topics. These topics include Title 1 supported reading groups, Designated ELD instruction by teachers, SBAC and ELPAC scores, local benchmark scores, After School Program, and counseling offerings.

3. 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 practicably possible. (20 U.S.C. § 6318[c][4][C])

Our school welcomes parents and their suggestions. Parents are invited to attend the PTA, SSC, and ELAC meetings as scheduled.

- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

When parents have concerns or suggestions, they are encouraged to put them forward to share with the LEA.

2.2 Building Capacity for Involvement (Parent and Family Engagement Document Continued)

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 local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Information is shared throughout the year on various topics. These topics include Title 1 supported literacy and math intervention groups, SBAC and ELPAC scores, after school program information, and counseling offerings.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

All parents are invited to attend Back to School Night, parent-teacher conferences, and workshops as scheduled. Parents are given ideas for supporting their children at home at these events. Our Targeted Case Manager is available to assist parents with questions and direct them to the correct place to get the answers they seek. DELAC meetings are scheduled for families to explain the ELPAC scores, our district ELD program, and counseling options.

- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other 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. (20 U.S.C. § 6318[e][3])

It is of utmost importance that our school staff and parents have an open and positive relationship. All staff are encouraged to build relationships with families and continually work to engage families in campus activities and events. Our Targeted Case Manager (TCM) plays a pivotal role in supporting parents as well. The TCM is a non-judgmental, safe liaison between school and home and assists in connecting families with numerous local resources.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Our school has notifications for ELAC and DELAC translated as needed. The school sends out information about Back to School Night and other family events translated in school communications as needed.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Our Targeted Case Managers are a support to our parents and families. These TCM's form working relationships with our families and are an integral piece to communication. TCM's share information such as health care options for children, housing opportunities, etc. with our families to help support needs they have as well as include them in school activities.

2.3 Accessibility

Marigold Elementary School, to the extent practicable, provides 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 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

The school offers translated information to parents to ensure clear communication. Report cards are translated as needed, Parent Surveys and Needs Assessments are also translated. Targeted Case Managers are always available to assist parents with translation needs.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement document, each school served under this part 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 and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent 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. (20 U.S.C. § 6318[d][1])

The school will teach classes through interesting and challenging lessons, endeavor to motivate students to learn, and have high expectations and help every child develop a love of learning. The school will communicate regularly with the families about student progress, provide a safe and caring environment, and participate in professional development opportunities to improve teaching and learning. The school will work with families and school colleagues to make schools accessible and welcoming places for families.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Parent Teacher Conferences are an optimal time to discuss the child's progress with the student's family. The school offers translation for parents if needed and relies on the support of our Targeted Case Managers if needed.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Teachers are encouraged to share student progress with families and have on-going conversations about school successes. Back to School Night is held each year and Student Based Intervention Teams (SBIT) convene when necessary. Parents are encouraged to be in contact with their child's teacher via email and Aeries Communication. The teachers are adept at scheduling meetings to fit the parents' schedule to discuss their child's progress.

4. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

All parents are invited and encouraged to participate in their child's classroom activities as well as the school's activities. The school is a welcoming place and is available for families to participate in the many activities the school hosts.

5. 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. (20 U.S.C. § 6318[d][2][D])

When possible, the school provides a staff member who can translate when needed. We have a bilingual Targeted Case Manager an administrator and support staff members on site who can also translate important information to parents.

**It may be helpful to include the parent and family engagement document review in the annual review of the Single Plan for Student Achievement.*

***The document must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*