

Title I School-Level Parent and Family Engagement Policy

Berry Elementary

2025-2026

2.0 With approval from the local governing board, Berry has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) Berry Elementary works with parents and community members in multiple ways to develop the Title I plan. We meet with parent groups at ELAC, SSC, Coffee with the principal, and PTA to get parent input. Students contribute through student council and empathy interviews. The Title I information is distributed in the Berry Parent Handbook and available in the office.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Berry school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- 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])

Every year Berry presents this information at a coffee with the Principal. Parents are notified through Blackboard, the Bear Bulletin, marquee outside, and Class dojo. Every effort is made to make sure all community members are aware of the meeting and can attend.

- 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 parental involvement. (20 U.S.C. § 6318[c][2]) Coffee with the principal has been offered in both the morning and evening. Parent surveys were given in 24/25 through the community School Steering Committee to gather data on what times were best for parents and morning times were the overwhelming top choice. Therefore most meetings are held in the morning when school begins.
- 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 policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- d) The school provides parents of participating children with the following:
- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
The information is included in the parent handbook and available in the office.
 - ii. 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])
Description of the curriculum can be found in the parent handbook, at parent teacher conferences, and on the district and school website.
 - iii. 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])
Parents are open to schedule meetings with the principal at any time to discuss concerns and ideas. Parents are made aware of all opportunities for feedback and information through Blackboard, classdojo, Bear Bulletin, and teacher classroom correspondence. Paper flyers are also sent home regularly to inform parents of opportunities and meetings.
- e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

2.2 Building Capacity for Involvement

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 under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic 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])
Parents can schedule meetings with the principal and translation will be provided if that is a need, at any time to express concerns regarding the Title I program.
- b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])
Coffee with the principal meetings offer suggestions for how to support and help the students. Berry is in a process to develop a family engagement center that will include Title I parent classes in areas of curriculum used, manipulatives, STEM, reading and math, and how to support students at home. Teachers are available to

have conferences with parents at any time, but two opportunities a year are built in to the school master schedule.

- 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])
PTA meetings, SSC, and ELAC meetings are held that combine parents and team members. There are multiple events on campus where parents and team members work together and share ideas.
- 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, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
Berry has recently created a family engagement center that will be open for community members, families, and volunteers. The goal is for people to feel welcome on campus and inspire volunteers to come to campus.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
All correspondence with families is done in both English and Spanish. Translation is offered at all meetings. Any flyers or paperwork that is provided to the community is done in both English and Spanish.
- 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])

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Berry, 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 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]) All correspondence with families is done in both English and Spanish. Translation is offered at all meetings. Any flyers or paperwork that is provided to the community is done in both English and Spanish.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, 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 following requirements: (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 Title I, Part A 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])

Berry works hard to partner with parents and community members as addressed in this document. Multiple opportunities exist each year. Parent conferences are held twice per year, teachers communicate regularly through clasdojo, email, and phone calls, and are also available by appointment to meet with parents.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (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])

As stated above parent conferences are held once per year, with teachers also being available as needed per parent request.

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

Report cards, IEP progress on goals, and reports go home four times per year. SST meetings and IEP meetings are held as required or needed to support student learning. Teachers can add informal communication with families regarding classroom updates and curriculum focus.

3. 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 stated above

4. 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])

All stated above

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

***The policy 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.*