



*Rainbow Dreams Early Learning Academy  
Parent and Family Engagement Policy*

2020-2021

- I. Family engagement is essential for student success. The partnership between schools and caregivers lays a stable foundation for academic success and shows lasting positive benefits on behaviors, attitudes, and overall achievement. Families and caregivers serve as the first role model to children and a partnership between parents, students, administrators, and teachers create the ground work for lifelong learning. Parent and caregiver involvement is a key piece in Rainbow Dreams Early Learning Academy’s decision making process.

In light of this understanding and pursuant of Title I requirements, Rainbow Dreams Early Learning Academy (RDELA) acknowledges the shared responsibility between parents, schools, and the community in reinforcing the importance of academic achievement.

- II. RDELA shall jointly develop with and distribute to parents, caregivers, and family members of students served in the school a Parent and Family Engagement Policy in order to:
  1. Support a strong and effective relationship between parents, families, schools, and the Clark County community that serves to improve academic quality and student performance;
  2. To create an inclusive and welcoming space that encourages involvement by making families and caregivers feel welcomed, valued, and connected to the RDELA community
  3. Comply with Title I, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA).

- III. Parent and Family Engagement Meetings

Rainbow Dreams Early Learning Academy shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement;

- A. In order to address the need for family input, RDELA will host a minimum of two parent meetings to review and approve the proposed Parent and Family Engagement Policy. A Title One Annual Meeting is scheduled to be held on

11/13/2020 at 5:00 PM PST with a second meeting scheduled on 11/20/2020 at 5:00PM PST to give final approval on the plan. The previous plan was approved on January 14, 2020. Parents, staff, and students are invited to participate and highly encouraged to attend all scheduled Title I meetings as they impact the 2020-2021 school year.

- B. Moving out of our inaugural year under the new charter as an early learning academy, RDELA plans to host an additional TITLE I 2020-2021 exit meeting with the parent on March 18<sup>th</sup>, 2021 in order to go over how the policy has met their needs and how we might strengthen our engagement policy for the following school year.
- C. Parents will be notified of any Title I meetings or changes in RDELA's Title I budget or status via hard copy flier, through email, through a posted notification on the "Parent" portal of the official RDELA website, as well as messages sent by the child's teacher through *Class Dojo*.
- D. Meetings times shall be flexible to meet families' needs, especially in light of the COVID-19 Pandemic. All Title I meetings will be available to view via recorded live stream videos and will include feedback opportunities for parents and caregivers unable to attend.
- E. RDELA will provide limited availability to attend Title I meetings in person for families that in need of this provision. Attendees will be required to follow CDC mandates for social distancing and mask wearing and space will be limited and RSVP will be required.
- F. If assistance is required to attend Title I meetings, RDELA will provide reasonable accommodation with parent or caregiver notice.

#### IV. Parent and Family Engagement Program and Activities

RDELA shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the School Performance Plan, Title I budget, and events under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 (c)(3)

- A. Parent involvement may be requested via school wide surveys, small committee, or all parent “town-hall” style meetings.
- B. Program evaluations will be available for all school sponsored activities and events in order to give families the opportunity to provide regular feedback on the effectiveness of programming.
- C. Parent or caregiver may request to be added to the planning committee or volunteer pool at any point in the school year.

V. Effective Communication

RDELA shall provide parents of participating children— (A) timely information about programs under this part; (B) 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; and (C) 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;

- A. Families should feel comfortable engaging in regular two-way communication between teachers and administrators in regards to student learning.
- B. Families may reach out by phone call, email, through Class Dojo, or by scheduling parent-teacher or parent-administrator conferences.
- C. Parents may request written progress reports or updates about their student’s strengths and challenges at any point during the academic year.
- D. Parents and caregivers will be invited to take part in regular surveys or conferences regarding their student’s activities, curriculum, or needs.
- E. RDELA will send out a regular school letter detailing the upcoming events and successes within that period.
- F. RDELA will strive to provide resources to connect to parents in their native language and employ cultural sensitivity in all correspondence.
- G. Parents have the right to advocate for their child to ensure that all students are treated fairly and have access to educational supports and learning opportunities.

## VI. RDELA and The Community

RDELA's vision is to become a model Early Learning Academy within Clark County. Community and family involvement is a necessary ingredient for achieving this goal. RDELA will serve to strengthen the family and community involvement by creating partnership opportunities and sharing resources for a common goal of strengthen the education of the children in Clark County.

- A. Rainbow Dreams Academy partners with the following community organizations to assist in this endeavor:
  - a. 100 Black Men of Las Vegas, Inc.
  - b. 100 Black Women
  - c. Link of Las Vegas, Inc.
  - d. Three Square - Backpack program
  - e. Global Charities Foundation
  - f. Dream Care
  - g. HOPE
- B. RDELA will regularly seek out new partnership and feedback opportunities with local community sponsors and businesses.
- C. Parent and caregiver input will be taken into consideration when conducting community partnerships.
- D. RDELA will act as a liaison between community services and family needs when necessary.

## VII. Providing Assistance

The administration will, with the support of parents: educate teachers, pupil service personnel, principals, and other staff in:

- A. Provide trainings and materials to help parents in order to work with their child to improve individual achievement;
- B. Use events such as Literacy Night and STEM Nights to foster parental/guardian involvement and inform parents on current curriculum and events.
- C. Connecting or supply parents and caregivers with resources necessary for student's academic and social emotional success. This includes provided laptops, hot-spots, uniforms, meals, and school supplies to all students who attend our academy.
- D. Creating family engagement opportunities to meet with administration, staff, and teachers in less formal and thus less intimidating settings such as "Doughnuts with the Director" or "Grandparent's Breakfast"

- E. Maintaining an open door policy for parents and caregivers to communicate their needs, questions, or concerns however they feel most confident doing so.

VIII. The Educational Involvement Accords are integrated into the registration process through Infinite Campus. Parents can and should review these accords prior to completing the child's online registration. Administrators and teachers will have access to the accords whenever needed for parent/student conferences or other occasions. There is a parent representative on the Governing Board and parents serve on the Title One Budget Development Team to determine how best to utilize the funds set aside for parental involvement.

#### IX. Monitoring Success

RDELA acknowledges that regular evaluation is an important way to gauge program effectiveness. The school will regularly reach out to teachers, staff, parents and caregivers in order to measure the campus climate through the creation of a school climate survey which will allow data to be analyzed and decisions applied to the Parent and Family Engagement Policy for subsequent school years. Additionally, parents will be offered tools and clarification on how to interpret student scores and how RDELA measures up academically to similar institutions. To increase parent participation in taking the climate survey, it will be available on the school website throughout the year as well as highlighted once per semester through Class Dojo and as an official correspondence sent by RDELA administration

- A. Parents can request additional support in understanding student's curriculum or standardized test results.
- B. Survey results will be analyzed and used to identify barriers to greater participation.
- C. Providing information on the state's academic content standards
- D. Assisting parents in understanding the challenges of the state academic standards Providing information concerning the state and local academic assessments during APTT, parent orientation, Title I Annual meeting, Literacy and STEM Nights, and Backto School Night.
- E. Providing information on the state's proficiency level targets, as well as RDA NWEA MAP Testing
- F. Provide detailed information on the curriculum that the school is using
- G. Provide an overview of how to use IC in order to monitor their child's progress and grades

- X. This policy shall be implemented, reviewed, and amended consistent with the NRS Chapter 392 and applicable federal law.