



RISE Prep Mayoral Academy

May 21 Special Board Meeting

Published on May 19, 2025 at 2:08 PM EDT

Amended on May 20, 2025 at 5:10 PM EDT

Date and Time

Wednesday May 21, 2025 at 1:00 PM EDT

Location

30 Cumberland Street Woonsocket, Conference Room

A vote may be taken on any agenda item.

Zoom link: <https://us04web.zoom.us/j/8615357511?pwd=VVhWdElmLzRRWWhvOFZDQVVBZzQrZz09#success>

Note: Members of the public can participate in public comment virtually. All RISE Prep Board Members must participate in-person.

Agenda

	Purpose	Presenter	Time
I. Opening Items			1:00 PM
A.	Record Attendance	Georgeta Gassey	1 m
B.	Call the Meeting to Order	Paulette Hamilton	1 m

	Purpose	Presenter	Time
II. OPM Presentation/Discussion: KCM Group			
KCM Group will join the meeting to share an overview of their Owner's Representative bid for the Upper Academy facility and answer any questions the RISE Board may have.			
III. Discussion/Consideration of Kite Architect Proposal for Upper Academy Project			1:02 PM
The Board will discuss Kite Architect's proposal for the Upper Academy Project which includes all design/engineering work for Stage II RIDE SBA submission. The proposal can be found in the "Documentation" tab on Board on Track.			
A. Consideration of Kite Architects Proposal	Vote	Rosalind DaCruz	5 m
IV. Consideration of KCM Group OPM Proposal			1:07 PM
A. Owner's Representative Bid Award Vote	Vote	Rosalind DaCruz	10 m
The Board will vote on the KCM Group Owner's Representative proposal. The proposal is located in the "Documentation" tab of the Board on Track platform.			
V. Colliers Commissioning Agent Proposal			1:17 PM
A. Consideration of Colliers Commissioning Agent Proposal	Vote	Rosalind DaCruz	10 m
The Board will vote on Colliers' Commissioning Agent Proposal. The proposal is located in the "Documentation" tab on the Board on Track platform.			
VI. LEA Policies on Homelessness & Parent/Family Engagement			1:27 PM
A. Consideration of LEA Policies on Homelessness & Parent/Family Engagement	Vote	Rosalind DaCruz	10 m
RISe Prep leadership requests the board to consider and approve the LEA policies on Homelessness & Parent/Family Engagement as required by RIDE. The policies are located in the "Documentation" tab of the Board on Track platform.			
VII. Closing Items			1:37 PM
A. Adjourn Meeting	Vote	Paulette Hamilton	1 m

Note: Members of the public may provide public comment virtually, but the Board of Directors must participate in the meeting in-person.

Coversheet

Consideration of LEA Policies on Homelessness & Parent/Family Engagement

Section:	VI. LEA Policies on Homelessness & Parent/Family Engagement
Item:	A. Consideration of LEA Policies on Homelessness & Parent/Family Engagement
Purpose:	Vote
Submitted by:	
Related Material:	Draft LEA Family Engagement Policy.docx DraftMcKinneyVentoLEAPolicy2024-25.docx



District Parent and Family Engagement Policy School Year: 2024-25
Revised: February 2025

In support of strengthening student academic achievement, *RISE Prep Academies* receives Title I, Part A funds and therefore must develop jointly with, agree upon, and distribute to parents of participating children, a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities and is incorporated into the LEA's plan submitted to the Rhode Island Department of Education.

RISE Prep Academies agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1116 of ESEA. These programs, activities and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the **required school level parent and family engagement policies** meet the requirements of section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESEA.
- The school district will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements, the LEA and its schools will 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 ESEA in an understandable format and, to the extent practical, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA²⁵, is not satisfactory to parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Rhode Island Department of Education.
- The school district will involve parents of participating children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for parent and family engagement are spent; and, when applicable, will ensure that not less than 90 percent of the one percent reserved goes directly to the schools, with priority given to "high-need" schools.
- The school district will be governed by the following definition of parent and family engagement, and expects that its Title I-A schools will carry out programs, activities and procedures in accordance with this definition in Section 8101 of ESEA:

*Parent and family engagement means the participation of parents in **regular, two-way, and meaningful communication** involving student academic learning and other school activities, including ensuring:*

1. *parents play an integral role in assisting their child's learning;*
2. *parents are encouraged to be actively involved in their child's education at school;*



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3. *parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
4. *the carrying out of other activities, such as those described in the parent and family engagement section of ESEA.*

Description of How the LEA will implement the Required LEA Title I Parent and Family Engagement Policy Components

Parent Input

RISE Prep Academies will take the following actions to involve parents and family members of Title I participating students in the joint development and review of the LEA and School Improvement Plans:

- Ensure that all School Improvement Teams include family members
- Ensure that all School Improvement Plans include family engagement as a discussion topic
- Ensure that the Upper School's School Improvement Team include the appropriate number of RISE scholars.
- Ensure that the School Improvement Plans serve as their school's Title I Schoolwide Plan or Targeted Assistance Plan, as appropriate.

School Support and Technical Assistance

RISE Prep Academies will provide the following coordination, technical assistance, and other support necessary to assist and build the capacity of the LEA's Title I-A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance²⁸:

- RPA's Superintendent will review all School-based Family Engagement policies for compliance with Title I requirements on an annual basis
- RPA's Superintendent will Coach Principals and Directors on implementation of the Family Engagement policies and procedures on an on-going basis

Coordination of Services

RISE Prep Academies will coordinate and integrate Title I parent and family Engagement programs, strategies and activities with other Federal, State and local laws and programs, to the extent feasible and appropriate, including public preschool programs (e.g. Head Start, State pre-Ks) and conduct other activities (e.g. parent resource centers), that encourage and support parents in more fully participating in the education of their children by:

- Sharing links to community resources as they become available
- Recruiting and connecting with potential scholars at Woonsocket's HeadStart



Annual Evaluation

RISE Prep Academies will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design evidence-based strategies for more effective parent involvement, and to revise, if necessary, its parent and family engagement policies.

- Including a review of the current Family Engagement Policies in School Improvement Team meetings
 - Stakeholders will include school leaders, teachers, family members, and scholars as appropriate
- Include a review of the LEA Family Engagement Policy in the annual LEA plan
 - The Superintendent will review all available data points to assess the effectiveness of the policy.
 - If gaps are found, the Superintendent will coordinate with school leaders to adjust the policy as needed.
 - The Superintendent may delegate development of the policies and/or procedures to school leaders as appropriate

Reservation of Funds

If RISE Prep Academies ever receives a Title I allocation greater than \$500,000, it will involve parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I-A schools with priority given to “high-need” schools.

Building Parent Capacity to Improve Student Academic Achievement

RISE Prep Academies will, with the assistance of its Title I-A schools, build the capacity of parents for strong family engagement to improve their ability to support student academic achievement by:

- Ensuring that report card conferences include information on state standards, state assessments, and nationally normed interim assessments. Families will receive instruction on how to interpret the data as it changes over time



- Ensure that families are informed about how to access their school's family communication platform and are aware of the messaging functions to connect with teachers
 - RPA's current platform has an on-demand translation function for all text communications
- Ensure that families are informed about how to access their school's grading platform in order to monitor scholar academic progress on an on-going basis.
- Ensure that all families are informed of what to expect from teacher communication, including hours and likely message content

Building Staff Capacity to Improve Student Academic Achievement

RISE Prep Academies will, with the assistance of its Title I-A schools, build the capacity of Title I educators and staff for strong family engagement to improve their ability to support student academic achievement by:

- Clearly outlining communication expectations in the employee handbook
 - Expectations include hours, platforms to use, and professional norms
- At the annual August Professional Development, school leaders will host at least one session on how to communicate with families, including message content, tone, and when to ask school leaders for help
- Ensure teachers are aware that the communication platforms are able to translate text-based messages on demand
- Ensure teachers are aware of procedures to request live translation for family conferences and other in-person meetings



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Documentation of Adoption, Revisions and Parental Input Annual Adoption Record

This Districtwide Parent and Family Engagement Policy has been developed jointly with, and agreed upon with parents of children participating in Title I, Part A programs as evidenced by (e.g. include list of parents of participating Title I-A students and their Title I school affiliation):

- - Describe how parents input/evaluation evidence was collected and considered as part of this year's review.
- - Attach a list of committee members, including parents, who participated in this process and agreed to the

revisions (or that there were no revisions needed after reviewing the districts parent and family engagement strategies and considering parent input) in this year's policy. Be sure to note which members were parents of participating Title I-A students and name their child's school.

This policy was adopted by RISE Prep Academies on _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before April 1, 2025.

Colleen Colarusso

Date:



MCKINNEY-VENTO HOMELESS ASSISTANCE ACT POLICY

The McKinney-Vento Homeless Assistance Act ensures that all children and youth who are homeless, or in transition, receive a free appropriate public education and are given meaningful opportunities to succeed in our schools.

The schools of RISE Prep Academies will ensure that children and youth in transition are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all scholars upon enrollment and once during the school year, provided to scholars who seek to withdraw from school, and posted in every school in the district, as well as other places where children, youth, and families in transition receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies.

Definitions

Children and youth in transition means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be in transition for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term youth also includes unaccompanied youth.

Enroll and enrollment means attending school and participating fully in all school activities.

Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

School of origin means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local liaison is the staff person designated by our district and each district in state as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Children and youth in transition in the district, both in and out of school will be identified. Data will be collected on the number of children and youth in transition in the district; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that houses scholars who live in the attendance area in which the child or youth is actually living. The term 'school of origin' means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. The term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

Therefore, in selecting a school, children and youth in transition will remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Scholars may remain at their schools of origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing during the summer.

Services that are required to be provided, including transportation to and from the school of origin and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the scholar's previous school to obtain school records. Initial placement of scholars whose records are not immediately available can be made based on the scholar's age and information gathered from the scholar, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer scholars to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)

- Proof of guardianship
- Birth certificate
- Remove barriers - to the identification of homeless children and youths, enrollment and retention of homeless children and youths, due to outstanding fees or fines, or absences.
- Lack of clothing that conforms to dress code
- Any factor related to the scholar's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Transportation

Parents and unaccompanied youth will be informed of this right to transportation before they select a school for attendance. At a parent's or unaccompanied youth's request, transportation will be provided to and from the school of origin for a child or youth in transition. Transportation will be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes.

It is this district's policy that inter-district disputes will not result in a scholar in transition missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth. In addition to receiving transportation to and from the school of origin upon request, children and youth in transition will also be provided with other transportation services comparable to those offered to housed scholars.

Comparable Services

Children and youth in transition shall be provided services comparable to services offered to other scholars in the selected school, including:

- Transportation
- Title I, Part A services - Children and youth in transition are automatically eligible for Title I, Part A services, regardless of what school they attend
- Educational services for which the scholar meets eligibility criteria, including special education and related services and programs for English language learners
- Programs in career and technical education
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth in transition enrolls in school, the enrolling school must submit the scholar's name to the LEA Food Service office for immediate processing.

When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which enrollment is sought pending final resolution of the dispute. The scholar will also have the rights of a scholar in transition to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the scholar is enrolled in the requested school and receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly. The parent, unaccompanied youth, or school district may appeal the school district's decision as provided in the state's dispute resolution process.

Training

The local liaison will conduct training regarding Title IX-A requirements and sensitivity/awareness activities for all LEA staff.

Coordination

The local liaison will coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the LEA transportation department, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training to those agencies. Both public and private agencies will be encouraged to support the local liaison and our schools in implementing this policy.



LEGAL REFERENCES:

- **The McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11431 – 11436**
- **Title IX, Part A, of the Every Scholar Succeeds Act, 20 U.S.C. §§6301**
- **The Individuals with Disabilities Education Act, 20 U.S.C. §§1400 et. seq.**
- **Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. §§1751 et. seq.**
- **June 5, 1992 Policy of the Administration for Children and Families of the U.S. Department of Health and Human Services.**

ADOPTED: March, 2025

AMENDED/REVISED: