Parkside Elementary
2019-2020 Parent and Family Engagement Policy

Parkside Elementary is committed to the goal of providing quality education for every child. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Parkside Elementary and home, work together on behalf of our children. Parents play an extremely important role as children’s first teachers. Parent support for children and for the school is critical to success at every step along the way.

Parkside Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the Utah’s high academic standards. Parkside Elementary intends to inform and include parents in all aspects of the school’s Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

A. Parkside Elementary will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents and make available the Parent and Family Engagement policy/procedures to the local community.
   - Review and revise Parent Engagement Plan with the school Community Council
   - Inform & remind students and their families of parent engagement opportunities well in advance
   - Post parent engagement opportunities on the school website, school calendar, and Parent Square

B. Convene 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 part and to explain the requirements of this part, and the right of the parents to be involved.
   - Annual back to school night by the end of the first week of school
   - SEP Conferences (in the fall and spring) 3:30 p.m. – 8:00 p.m. w/morning appointments by request.
   - Title I information posted on the school website and available in the School Parent Handbook

C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.
   - Parent engagement activities will be held in the evening
   - Home visits and/or phone conferences may be used when parents have barriers that prevent communication and/or they have difficulty attending meetings (SEPs or other) pertaining to their child’s success in school

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.
   - Monthly School Community Council meetings to review and revise the School Improvement Plan (SIP)
E. Provide parents of participating children—
   1. A description and explanation of the curriculum in use at the school, the forms of academic assessment
      used to measure student progress, and the proficiency levels students are expected to meet.
   2. 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 practically possible.
      • Provide information about Tier I, Tier II, and Tier III programs being utilized in the school
      • Provide summary of progress data showing student growth

F. If schoolwide program plan is not satisfactory to the parents of participating children, submit any parent
   comments on the plan when the school makes the plan available to the district.
   • We will notify the district Title I Director of any parent concerns about the Title I portion of the SIP

PART II—REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement policy, each school 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.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact
  shall be discussed as the compact relates to the individual child’s achievement.

- Provide frequent reports to parents on their child’s progress.

- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child’s class and
  observation of classroom activities.

- 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.

  • See the School-Parent Compact
  • Copies of the compact will be available for pick up in the foyer of the school, will be posted on the
    school website and will be sent through Parent Square.

BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

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 district must:

1) Assist parents in understanding the challenging State academic standards, how to monitor a child’s progress,
   and work with educators.
   • SEP conferences specific to child
   • DIBELS & Lexia Progress Reports
   • Parent Roadmaps to State Standards for English Language Arts & Math
2) Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).
   - Internet Safety Night (provided district wide)
   - Safe Schools App
   - Family Math Night take-home activities
   - DIBELS benchmark report recommendations
   - SB150 Letters to parents of students at risk for reading difficulties in grades 1-3
   - i-Ready and Lexia accounts with at-home access instructions

3) Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.
   - New Teacher Orientation
   - Embedded Instructional Coaching

4) Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.
   - Family Fitness Night, school carnival, annual school musical, career day, Junior Achievement, Volunteers of America, Family Math night, Kindergarten Readiness Night, Second Sight, Mental Health Services, Extended-Day Kindergarten, Full-Day Kindergarten, Math Olympiads, Robotics Club, Chess Club, Crochet Club, Food Pantry, weekend food packs, etc.

5) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
   - Parent square will translate into multiple languages
   - Translators can be arranged through the district office ELL Coordinator

The following are allowable activities:

6) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

7) May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.

8) May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.

9) May train parents to enhance the involvement of other parents.

10) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation.

11) May adopt and implement model approaches to improving Parent and Family Engagement.

12) May establish a district parent advisory council to provide advice on all matters related to Parent and Family Engagement in programs supported under this section.

13) May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.
PART III - ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, 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 in a format and, to the extent practicable, in a language such parents understand.

PART IV - ADOPTION

The Parkside Elementary Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by Parkside Elementary on 02/13/2019 and will be in effect for the period of the 2019-2020 school year. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents and make it available to the community on or before 03/07/2019, and again at the beginning of the 2019-2020 school year.

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Signature of Title I Authorized Representative

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Date