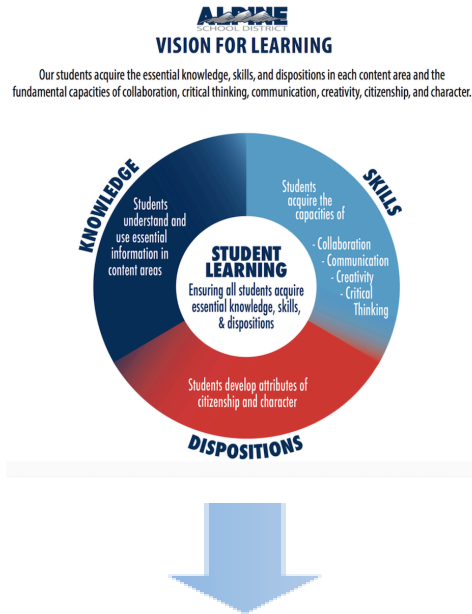
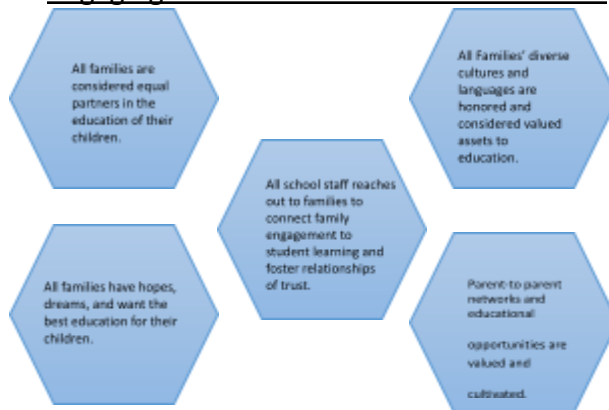


Elementary Parent and Family Engagement Policy



We believe that Family and Parent Engagement is central to student learning and achievement. As a Title I school, in partnership with families and parents, we work to ensure students develop the necessary knowledge, skills, and dispositions that lead to student learning.

Engaging Parents and Families: Core Beliefs



Engaging Parents and Families: Capacity Building		
Indicators	Instructions	Examples
Jointly Developed and Decision-Making Process	The Parent and Family Engagement Policy is jointly developed by school personnel and parent and community members through PTA and SCC meetings. The school leadership team also provides input in the policy development. All stakeholders in the school have opportunities to give feedback through the annual Comprehensive Needs Assessment.	<ul style="list-style-type: none"> Comprehensive Needs Assessment Monthly SCC and PTA Meetings

Annual Title I Meeting	The school convenes an annual meeting at the beginning of the year to inform parents regarding the requirements of Title I and their right to be involved.	<ul style="list-style-type: none"> ● Beginning of the year meeting ● Translation available
Communication	<p>The Parent and Family Engagement Policy is presented to parents at the annual meeting at the beginning of the year. Information is available in English and Spanish. An electronic copy is also shared with families in English and Spanish.</p> <p>Throughout the year, additional information about Title I programs is provided parents through fliers, callers, and electronic copies. Information is provided in English and Spanish.</p>	<ul style="list-style-type: none"> ● School Messenger System ● Annual meeting ● Hard copies (English and Spanish)
Building Capacity	<p>Parents and teachers jointly develop a Parent-School Compact in the SCC each year. This compact is provided to every family at the beginning of the year around parent-teacher conferences. A hard copy is available in the office and electronic copies are sent to each household. The compact is provided in English and Spanish. The compact outlines responsibilities of parents, students, teachers, and administrators which can lead to deeper engagement from all parties and to student success in school.</p> <p>Parents have access to an inclusion preschool at no cost. Students ages 3-4 within our geographic boundaries can qualify based on academic need. Other similarly-aged students with special needs can also qualify for services.</p> <p>Communication from school to home is regularly done through electronic means (through our school messenger system). Callers are also provided with information to families. This communication occurs in both English and Spanish and provides families with information regarding school events, activities, meetings, and other programs.</p> <p>Parents have access to a district resource center that provides free classes throughout the year in both English and Spanish. Classes cover topics including the following: understanding the PTA, resources for students with special education needs, literacy in the home, and establishing a healthy lifestyle.</p> <p>In leadership team meetings, professional development, and collaborative team meetings, faculty and staff have ongoing discussions regarding our opportunities to build ties between parents/families and the school.</p>	<ul style="list-style-type: none"> ● Parent-School Compact ● Preschool ● Callers, newsletters ● Resource center ● Dialogue in meetings/trainings

<p>Links to Student Learning</p>	<p>Parent teacher conferences are held twice a year providing parents with opportunities to receive feedback from teachers on their students' performance and progress. Kindergarten parents have access to ESGI (letter and number recognition reporting). Parents can also view student progress online through Skyward. WIDA and RISE test scores are sent home at the end of the school year.</p>	<ul style="list-style-type: none"> ● Parent Teacher Conferences ● Skyward access
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Sources: Adapted by Analis Ruiz from the following: Mapp, K.L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *The School-Community Journal*, 13, 35-64. Mapp, K.L., Carver, I., & Lander, J. *Powerful Partnerships: A teacher's guide to engaging families for student success*. Scholastic, Inc. Sattler, C.L. (2016). *Let's Talk Title I: Everything you need to know and do as an administrator* (2nd Ed.), LRP Publications. Washington Superintendent of Public Instruction (2018). *Unlocking federal and state program funds to support student success*.