

Sinking Fork Elementary School Title I, Part A Parent and Family Engagement Policy

2024-2025

Section 1116(b) of the Every Student Succeeds Act (ESSA) states that schools served under Title I, Part A must jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy establishes the school's expectations and objectives for meaningful parent and family involvement and describes how the school will meet the requirements of ESSA 1116(c) – (f). The term “parent” refers to parents, guardians, family members and caregivers.

Section I: Policy Involvement [ESSA 1116(c)]

Sinking Fork Elementary School will:

1. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the Title I, Part A program as well as the parent and family engagement policy.

SFE will:

- Host an annual Title 1 meeting at the beginning of each school year
- Solicit parent input on the Title 1, Part A program through surveys
- Allow parents an opportunity to suggest revisions and changes to the parent and family engagement policy
- Communicate regularly with parents via Parent Square and school website

2. Convene an annual meeting at a convenient time, which all parents of participating children shall be invited to and encouraged to attend, to inform parents of their school's participation in Title I and explain the requirements of Title I and the right of parents to be involved.

SFE will:

- make families aware of the meeting via social media and Parent Square
- host the annual meeting at Open House each school year
- provide families with information regarding Title 1 via a slideshow and an informational handout

3. Offer a flexible number of parent activities such as: Open House, Family Academic Nights and Parent Conferences. SFE's Site Based Council meets monthly in order to ensure all parents have a voice in school business.

4. Provide parents of participating children:

- a. Timely information about Title I; via social media, school newsletters, and Parent Square

- 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. This will be communicated through parent teacher conferences, weekly feedback folders, and school newsletters.
- 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 practically possible. Surveys will be used at each family involvement event to allow parents opportunities to provide feedback regarding the Title 1 program.
- d. If the schoolwide program plan (i.e., the comprehensive school improvement plan (CSIP)) under ESSA 1114(b) is not satisfactory to parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. If any such comments are received, Sinking Fork will submit them to the district in writing.

Section II: Shared Responsibilities for High Student Academic Achievement [ESSA 1116(d)]

Sinking Fork Elementary will:

1. Jointly develop with parents a school-family compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement, and how the school and parents will build and develop a partnership to help children achieve Kentucky's high standards. The compact will:
 - a. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served to meet the 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 extra-curricular time. The compact will be created through joint input from teachers, students, administrators, and parents. Parents will be provided with a draft compact and encouraged to suggest revisions and changes as they see fit. The school will review suggested changes and revise the compact as needed.
 - b. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement.
Teachers will ensure that the compact is discussed by adding it as an agenda item to the Parent Teacher conference schedule.

- ii. Frequent reports to parents on their children's progress. Parents receive communication regarding their child's progress each week in Monday Feedback Folders. Infinite Campus Parent Portal is used by teachers to update grades on a regular basis.
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may communicate with teachers during school hours via telephone, email, Parent Square, and scheduled conferences.
 - iv. 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. All teachers will communicate regularly with parents via Parent Square which has various language options.
- c. Be signed by all involved parties and kept on file at the school as documentation. The school compact is signed by teachers, students, administrators, and parents. Compacts are kept on file each year.

Section III: Build Capacity for Involvement [ESSA 1116(e)]

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, Sinking Fork Elementary **must:**

1. Assist parents in understanding topics such as Kentucky's challenging state academic standards, Kentucky and Christian County academic assessments, the requirements of the Title I, Part A program, and how to monitor their child's progress and work with educators to improve the achievement of their children. The school will host various family engagement events that are focused on content, standards, assessment results, and student achievement.
2. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. The school will send home informational materials supporting at home learning. Periodically, the school will send home student materials that can be used to support student achievement.
3. Educate school staff 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. Staff at Sinking Fork value parent input and understand the importance of collaboration between home and school. Staff have been educated on how to use Parent Square and the importance of two way communication with families.

4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Sinking Fork regularly works with the Family Resource Center to involve outside agencies in the school program.
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. All communication is translated into the family's native language.

Section IV: Accessibility and Requirements [ESSA 1116(f)]

In carrying out Title I, Part A parent and family engagement requirements and with the support of the district, Sinking Fork Elementary will:

1. To the extent practicable, shall provide opportunities for 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 ESSA 1111 in a format, and to the extent practicable, in a language such parents understand. Staff will utilize the Language Line when communicating with families who have limited English proficiency. Staff will also use various resources to translate take home materials into each family's native language.
2. Notify parents of this policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. The policy will be distributed to parents and made available to parents and members of the local community. This policy will be sent home with each student, made available on the school website, and posted on Parent Square.

Section V: Policy Review and Revision

Sinking Fork Elementary will work jointly with parents to review and revise this policy as necessary to meet the changing needs of the parents and the school. The policy will be sent home to families for review each year. Parents will be able to suggest revisions to the policy and submit them to school leaders. Each year, the policy will be reviewed and/or revised by parents and staff. All suggested revisions will be considered during the annual review

The policy was last reviewed and/or revised on: October 18, 2024