

PARKSIDE ELEMENTARY SCHOOL



2021-2022

Parent and Family Engagement Policy

Our Information

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TITLE I OVERVIEW

WHAT IS TITLE I?

Title I, Part A is the U.S. Department of Education’s largest K-12 grant program. It provides supplemental funding to support educators in low-income schools in improving the academic achievement of students who are economically and educationally disadvantaged. The U.S. Department of Education awards Title I, Part A funds to state education agencies, which then sub-grant funds to each school district based on a federal formula. Districts then allocate the majority of these funds to eligible schools within the district. The federal formula used to determine district allocations of Title I funds is based on U. S. Census Bureau counts of school-age children (ages 5-17) from low-income families residing in each geographical school district.

PURPOSE OF TITLE I

The purpose of Title I, Part A is to provide all children “significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Districts and eligible schools must use their Title I, Part A funds to improve student outcomes, including academic achievement.

ELIGIBILITY AND SCHOOL MODEL

Schools receiving Title I funds must design and implement programs to support students. The school Community Council must approve the annual Title I plan. A schoolwide model is available to any school with at least forty percent (40%) of the student population who qualifies for either free or reduced school lunch. Families who do not participate in the school’s lunch program (i.e. students who participate in half-day kindergarten or students who bring home lunch) should still fill out the Free or Reduced School Lunch Application each year by October 1, so their student(s) will count toward the school’s Title I eligibility.

Parkside is eligible for the schoolwide Title I model in 2021-2022, because as of October 1, 2020, 67% of the student population qualified for either free or reduced school lunch, thus 67% of students are considered economically disadvantaged.

HOW FUNDS MAY BE USED

Depending on its needs, a schoolwide program school could use Title I funds to support:

- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs;
- Recruitment and retention of effective teachers, particularly in high-need subjects;

- Instructional coaches to provide high-quality, school-based professional development;
- Increased learning time;
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners;
- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs);
- Career and technical education programs to prepare students for postsecondary education and the workforce;
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills;
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports),
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making;
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs;
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs;
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities); and
- Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty. (Title I, Part A Handbook, USBE 2019)

PARKSIDE IS A TSI IDENTIFIED SCHOOL

Schools identified for school improvement under the provisions of ESSA include two categories: Targeted Support and Intervention (TSI) and Comprehensive Support and Intervention (CSI).

- Targeted Support and Intervention (TSI) Schools are Title I and non-Title I, with one or more consistently underperforming disaggregated student group(s). TSI schools are identified annually beginning in the 2018- 2019 school year.

Parkside was identified as a TSI school in the 2018-2019 school year based on the state assessment performance of English Language Learners and Special Education students. Due to COVID19 school closures, state testing was not administered in the 2019-2020 school year. In order to exit TSI status, Parkside will need to have two consecutive years of non-identification.

Parkside Elementary

2021-2022 Parent & Family Engagement Policy

Part I

A. Jointly Developed

Parkside Elementary will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and make it available through Parent Square and at the school. Parents and family members will work together with teachers and staff to develop the Engagement Policy, which will be approved by the Community Council, which also serves as the Title I Committee at Parkside Elementary.

- 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. Annual Title I Meetings

Each year in conjunction with Back to School Night, Parkside will hold its annual Title I Meeting. The purpose of this meeting is to notify families of the school's Title I status, understand how Title I federal funding benefits the school, how the free and reduced school lunch application is used for eligibility, and how families can participate in their child's education.

- Annual back to school night by the end of the first week of school
- SEP Conferences (in the fall and spring) will be held in the evenings, with morning appointments by request.
- Title I information posted on the school website and available at the school
- Information was also sent via Parent Square for anyone to access not in attendance at Back to School Night.

C. Parent Engagement Activities, Meetings, and PTCs

Each year, the school will plan family engagement activities to improve student academic

performance. The activities selected will be based on student performance data and/or needs identified via community surveys, behavioral data, and/or community requests. PTC conference times will be flexible to accommodate the needs and schedules of families.

- 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 (PTCs or other) pertaining to their child's success in school.

D. Monthly Planning Meetings

Community Council meetings will be held monthly in mornings or evenings. Official members are elected, however all parents are invited to attend and participate. The meeting dates and agendas are posted on the school website and posted on the front doors of the school building. Reminders will be sent out through Parent Square to encourage participation and involvement of all families. During these meetings important decisions, policy development, and programs will be discussed and voted on.

- Monthly School Community Council meetings to review and revise the School Improvement Plan

E. Input from All Stakeholders

Parents, teachers, and students not on the committee will be able to express their views and opinions through surveys, district conducted interviews, and feedback gathered throughout the year. Families and community members are welcome to attend monthly Community Council meetings to voice any problems, concerns, ideas, or questions regarding the academic or other services being provided at Parkside Elementary.

- Provide communication to parents about concerns with student progress
- Provide a summary of progress data showing student growth at PTCs
- If parents are unable to attend PTCs, progress data will be sent home with communication from the teacher about its meaning and how they can help

F. Notification of Dissatisfaction

The district Title I Director will be notified of parent complaints about the schoolwide Title I plan. The Title I Director and/or school coordinator will contact or arrange a meeting with dissatisfied parents to hear their concerns and propose subsequent solutions to the Title I Committee.

- We will notify the district Title I Director of any parent concerns about the Title I portion of the SIP

PART II

A. School-Parent/Family Compact (Appendix A)

As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop a school-parent/family compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

- Conduct a parent/teacher conference in elementary schools and discuss the compact as it relates to the individual child's achievement.
 - ✓ See the School-Parent/Family Compact (Appendix A)
 - ✓ Copies of the compact will be available in the foyer of the school, posted on the school website and will be sent to families via Parent Square.

B. Communication and Preferred Languages

Parent Square is the application used by the district office, schools, and teachers to communicate with families. Parents can select preferences for how notification is received (email or text), the preferred language, how often, and even the time of day messages are received. Parent Square will be used for teacher conference sign-ups, school schedule reminders, and specific school and classroom information. Even direct messages between parents and teachers or the school administration can be done easily with Parent Square. Information about how to connect to Parent Square is available on the district and school websites. Families can also find important information on the Murray School District website, the school website, and in fall and spring educational conferences with teachers. Due to COVID19 protocols, communication using paper such as flyers and newsletters will be extremely limited.

- Ensure regular two-way, meaningful communication between family members and school staff and to the extent practicable, in a language that family members can understand.

C. Capacity Building

Parkside Elementary is committed to build strong relationships between families and the school. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, we will:

1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
 - PTC conferences specific to each child

- DIBELS & Lexia ELA Progress Reports
 - ZEARN Math Progress Reports
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).
 - Safe Schools App
 - Family Math and/or ELA take-home activities
 - DIBELS benchmark report recommendations
 - SB150 Letters to parents of students at risk for reading difficulties in grades 1-3
 - Lexia accounts with at-home access instructions
 - Zearn Math accounts with at-home access instructions
 - Chromebooks for at-home learning
 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 New Teacher Instructional Coaching
 - Embedded Content 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. Things done in the past are:
 - Family Fitness Night, school carnival, annual school musical, career day, Junior Achievement, Family Math night, Family Literacy Night, Kindergarten Readiness Night, Second Sight, Mental Health Services, Extended-Day Kinder, Full-Day Kinder, Math Olympiads, Robotics Club, Chess Club, Crochet Club, Food Pantry.
 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
 6. The following are allowable activities. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - 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.
 - 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.

- May train parents to enhance the involvement of other parents.
- 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.
- May adopt and implement model approaches to improving Parent and Family Engagement.
- 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.
- May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.

PART III

ACCESSIBILITY REQUIREMENTS

Every effort will be made to have information available in a language that the family can understand. Translators will be offered for fall and spring conferences with teachers, and important Title I documents will be available in both English and Spanish. Schools and teachers will be notified when families indicate on their registration paperwork that a language other than English is the primary home language. Additionally, the district will host a special registration day each year in August wherein translators are hired to assist our non-English speaking families complete registration for their children.

PART IV

Adoption

The Parkside Elementary Parent and Family Engagement Policy/Procedures have been developed and revised jointly and agreed upon with, parents of children participating in Title I program. The Parent and Family Engagement Policy/Procedures will be in effect throughout the 2021-2022 school year.

Appendix A - SCHOOL-PARENT/FAMILY

COMPACT

**The 2021-2022 compact was developed jointly with input from stakeholders, including parents of economically disadvantaged students and the 2020-2021 Community Council who also served as the Title I Committee.*

PARKSIDE ELEMENTARY

2021-2022 SCHOOL – PARENT/FAMILY COMPACT

	Students Will:	Parents Will:	Teachers Will:	School/District Will:
Preparation	Arrive at school on time, rested, and ready to learn.	Ensure my child attends school regularly, on time and with adequate sleep for their age. Contact school if student is absent for any reason.	Provide high quality, engaging instruction in a safe and effective learning environment that aligns with the standards outlined by the state.	Notify families of the school attendance policy and contact families with any attendance concerns.
Engagement -Communication	Respect all other students, all adults (including parents), property, and self in all forms of communication whether in-person or through technology. Listen, participate, interact, and ask questions.	Attend scheduled conferences, contact the school or teacher with concerns or questions. Regularly check for school or teacher notices. Communicate learning expectations with children and provide a structure for home learning.	Communicate regularly with students and families to keep them involved and informed of student progress. Develop a relationship with students and families to better understand needs and potential barriers to reaching educational goals.	Provide parents with information about Parent Square. Contact parents with academic and/or behavioral concerns regarding students. Conduct home visits to families who are not engaging in online learning.
Academic Success	Take necessary materials to and from home and school each day. Keep up on daily schoolwork and maintain a positive attitude toward my own ability to learn.	Show an interest in what my child is learning and regularly check on how my child is progressing with learning, reaching out to teachers with questions. Provide a distraction-free place in the home for learning.	Utilize evidence-based practices to support individualized student needs. Provide timely and meaningful feedback on assignments and assessments.	Send SB 150 reports to show reading levels (K-3). Communicate progress on Essential Standards and provide Tier 2 interventions for students struggling in Math and/or English Language Arts.

<p>Social-Emotional Success</p>	<p>Express my needs respectfully and ask for help when needed. Be respectful of the needs of others. Follow the school and classroom rules and show kindness to others.</p>	<p>Support school systems and rules. Work with staff and participate to resolve any issues. Communicate with school with issues and concerns that may affect child's academic or social success.</p>	<p>Create a supportive community in the classroom where students feel safe and ready to learn. Teach social skills in the classroom and model appropriate social skills for students.</p>	<p>The school PE be taught and e with consequences and positive praise. Evidence-based social-emotional curriculum will be taught weekly. A range of behavioral interventions will be implemented for students who need ongoing behavioral support.</p>
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