**Madison Elementary**

Parent and Family Engagement Policy/Plan and Procedures

2018-19

Madison is committed to the goal of providing a quality dual language educational program for every child. It is critical for Madison to establish partnerships with parents and with the community. Neither home nor Madison can do the job alone. Families are an extremely important role in the socio-emotional and educational development of students. Support for their children and for the school is critical to children’s success in their education.

Madison recognizes that some students may need extra support available through the Title 1 program to reach the state’s high academic standards. The goal is a school-home partnership that will help students to succeed that can benefit from the Title 1 program.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLANCOMPONENTS

A. Madison will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.

\*Review/Revise- March 12, 2019; PTO Meeting

\*School website- link in Jan. 2019

\*Include in Parent/Student Handbook 2019-2020

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 and the right of the parents to be involved.

\*Annually completed- Spring PTO Meeting (March or May), 2nd Tuesday of the month

C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this policy, transportation, childcare, or home visits, as such services related to Parent and Family Engagement.

\*Pupil Patron Time 8:30 - 8:55 and 3:30 - 4:00 daily

\*Family Support Meetings, Wednesdays 8:00 - 8:50 am

\*PTO (Parent Teacher Organization) 6:30pm, 2nd Tuesday in September, November, January, March, May

\*Home visits

\*By appointment through secretary, parent liaison, teacher, administration, counselor

D. Involve parents, in an organized, ongoing, and timely manner, 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.

\*Schoolwide plan goals shared at PTO, School Board - Opportunity for public comment

\*Site Leadership Team (SLT)

E. Provide parents of participating children—

1. Timely information about programs under this part.

2. 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.

3. 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.

\*By appointment through secretary, parent liaison, teacher, administration, counselor

\*Family Support Meetings, Thursdays 7:15-8:30 am

\*Pupil Patron Time 8:30-8:55 and 3:30-4:00 daily

\*Parent Teacher Conferences

\*WaKids family interviews

\*Spring conferences

\*Open House/Grade-Level Socials

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.

\*Schoolwide plan goals shared at PTO, School Board- Opportunity for public comment

\*Site Leadership Team (SLT)

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.

\*All home communication provided in both Spanish and English: classroom newsletter, school newsletter, website, fliers

\*Bilingual Parent Liaison on staff throughout school day including greeting families in the morning

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.

\*Parent Academy- annually in fall

\*Two parent conferences annually (three for kindergarten): Oct./March

 Standards Based Reporting

 WaKids

 Interpreter support

\*Progress Reports at regular intervals

\*ELPA/SBA information parent notices

\*Skyward Family Access for parents (training provided) at Parent Academy

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).

\*Parent Academy- annually in fall

\*WaKids parent interviews for incoming kindergarten students (Aug/Sept): annually

\*Madison website links to Programs and Resources

\*MVSD website links to Programs and Curriculum

\*Parent Guide to Reading Levels and Strategies reviewed during parent conferences

\*Madison Handbook

\*Parent/Student/Teacher Compact

3) Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.

\*Biliteracy training throughout the school year

\*Literacy training throughout the school year

\*Ongoing individual and grade level professional development/coaching support

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.

\*Kinder Jump Start

\*Parent Academy

\*Community Center after school support

\*Migrant Parent Advisory Council

\*Family Nights/Cultural Celebrations

\*Family Liaison

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 home communication provided in multiple languages, includes: classroom newsletter, school newsletter, website, fliers

\*Bilingual Parent Liaison on staff throughout school day including greeting during the morning

\*Readerboard, Sandwich Board used for messaging

\*Automated phone system messaging

**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.

\*Parent participation on Site Leadership Team (SLT)

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.

\*Parent Academy

\*PTO Meetings with curricular content

\*Interpreters at Parent-Teacher conferences

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

\*Parent Academy

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.

\*Flexible conference times with interpreter support

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

\*Family Liaison

\*Family Nights

\*Parent Academy

\*Home Visits

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.

\*Migrant Parent Advisory Council

\*Key Communicators

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

\*After School Program

\*Principal for the Day

\*Communities in Schools

\*Children of the Valley

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.

\*Interpreters present at all after school Family Events and Meetings

\*Bilingual Parent Liaison

\*Parent on Site Leadership Team

\*Parent Academy

\*Migrant Parent Advisory Council

\*Federal Programs Information at PTO Meetings

PART IV-ADOPTION – This Madison 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 Centennial on 03/05/2019 and will be in effect for the period of 2019-2020 The school will distribute these Parent and Family Engagement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 09/20/2019

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Title I Authorized Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

|  |
| --- |
|  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |