**Stead ES**

## **Parent and Family Engagement Policy/Plan and Procedures**

2020-2021

**Stead ES** is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if **Stead ES** and homework together to promote high achievement by our children. Neither home nor **Stead ES** can do the job alone. Parents play an extremely important role as children’s first teachers. Support for their children and for the school is critical to children’s success at every step along the way.

**Stead ES** recognizes that some students may need the extra assistance available through the Title I program to reach the state’s high academic standards. **Stead ES** intends to 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**

1. **Stead ES** will **jointly develop/revise** with parents the school **Parent and Family Engagement policy**, distribute it to parents, and make available the Parent and Family Engagement policy/procedures to the local community.

*List actions- Identify barriers to parents for participation in Title I activities, needs of parents, etc., to assist with learning, strategies to support successful school and family interactions*

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| * Policy given in English/Spanish. * Policy distributed to families. * Connect Ed and notices go out. * Parent meeting at the beginning of the year could be replaced it by virtual meeting or reschedule. (we will invite all parents to join). * Parent-Teacher conferences twice a year (by virtual meeting or phone calls) |

1. Convene an **annual Title I meeting** to inform parents of their school’s participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved.

*(Describe when and where the annual meeting will be held)*

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| * Back to School Night/Annual Title I meeting will be held on September 15th and is for all students and their parents/guardians to inform them about the requirements of Title I and School Policies. (via Team or Zoom) * Diverse groups of parents, Administration and teachers are encouraged to attend the events. * Policy is revised in English/Spanish. * Connect Ed, phone, text, and emails in both English and Spanish inviting and informing parents. |

1. **Offer flexible meetings** and may provide transportation, childcare, or home visits, as such services related to Parent and Family Engagement.

*(Describe how flexibility is provided)*

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| * Stead will host Morning Mugs/parents meetings to provide opportunities for parents to jointly develop and/or revise the School’s Parent and Family Engagement Plan. We will survey parents on a continual basis to collect opinions, concerns and suggestions for additional parental Involvement activities in the development of our Parent and Family Engagement Plan. (will be virtual meetings with Parent University assistance or guest speaker) * Parent-Teacher conferences will offer different schedules to accommodate parents’ working schedules. * Parent and Family Engagement Policy revision, May 2020 (virtual meeting due social distance requirements). * Morning Mug will be the second Tuesday of the month at 9:15am (virtual meetings) * Stead conducts Fall Festival, Literacy Night, Winter Dancing, Luau, Reading Sleep Over, PTO Bingo night, Silent Auction Night. (events will be pending due pandemic) * Teacher, Administration, Leadership team, FACE, and support staff all make personal phone calls to parents |

1. **Involve parents**, in an ongoing and timely way, in the **planning, review, and improvement** **of Title I programs** including the Parent and Family Engagement Policy and the **school-wide improvement plan**.

*(List actions)*

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| * Communication to parents through flyers, connect ed, virtual morning mug and meetings, phone calls, personal contact, etc. * Parents participation on Morning Mug meetings |

1. Provide parents of participating children—Timely information about programs under this part.
   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.

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| Curriculum:   * Math is K-1 Bridges, 2-5 Envisions, 6 Holt * Literacy is GLAD, Benchmark, Fountas and Pinnell. * Science is K-6, Next Generation Science Standards, GLAD. * Social Studies is K-6, Tahoe Project, BAPS, and RAPs.   Forms of academic assessments   * Measures of Academic Progress (MAP) * Teacher formative and summative assessments * Benchmark Assessments * Fluency Test * Qualitative Spelling Inventories * Aimsweb Plus – Progress Monitoring * Exit Tickets * School City * Smarter Balance * WIDA ACCESS Test   Proficiency Levels:   * Smarter Balanced Summative Guide * Measures of Academic Progress RIT Band and National Targets * Teacher formative and summative assessments using rubrics and levels of proficiencies. * Benchmark Assessments based on national norms and growth index. * Fluency Test research-based norms of comparable and expected growth. * Qualitative Spelling Inventories using Ganske and Words Their Way Expected Growth * Aimsweb Plus – National and District Growth Index * Exit Tickets – Grade Level and curriculum * School City – District, school, and grade level created tests. * Smarter Balance – Claims, summative guide, assessments results. * WIDA ACCESS Test |

* 1. 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.

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| * Parents/guardians are encouraged to contact the classroom teacher directly, through phone calls, virtual meetings or email with questions or concerns about their child. * Report cards and progress reports are sent home four times a year. Students with Tiered intervention, literacy plans, are notified three times a year. Families with students in need of extra support are contacted, invited to a meeting, and given updates on students’ progress. * Communicate with families about school activities through flyers, phone calls, emails and text messages, * Open door policy. * School website is updated with information. * Parent Teacher Conferences. * Progress reports, conferences, and phone calls |

1. **If school-wide 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.

*(List actions)*

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| Parent comments/suggestions are requested at Morning Mugs. School will send surveys to families. |

## **PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under Title I, a **school-parent compact** (Educational Accord) 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. **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.

*(List actions)*

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| * Parent-Teacher conferences once a year in October. * Various methods of communication   + Phone calls   + Emails   + Class Dojo   + Text   + FACE Liaison   + Connect Ed   + Virtual meetings (Zoom/Teams) * Positive phone calls are made. * Student awards assembly. * Administrators meet with morning mugs and families. (pending due pandemic) |

1. 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.**

*(List actions)*

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| * At conferences, meetings, and intervention changes parents are shown proficiency levels, student growth, and ways to support at home. * FACE Liaison shows Infinite Campus to new users and assist with Online Registration. * At conferences, over the phone, and in person; parents are provided with information about Read by Grade 3. Parents are provided with notification, reading plans, interventions to support learning, and resources to be used at home. |

1. **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).

*(List actions) (Some events will be virtual and others pending)*

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| * Literacy night. * Morning mugs. Hosted classes about parents set and reach goals with students. How to prevent use of drugs and alcohol with children. How to start a savings program with children. Reading activities to do at home. |

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

*(List actions)*

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| * Admin is working on cultural competency. * Admin and instructional coach meet with parents, staff, and students. * Staff implements SEL strategies. * Monthly staff meetings. (virtual) |

1. **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.

*(List actions)*

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| Stead Elementary, Parent University, Nevada Kindergarten College Kick Start, JOIN Program, Family to be Educational Program from UNR and other community organizations, Read By Grade 3, and English as a Second Language classes. |

1. 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**.

*(List actions)*

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| * Stead will provide classroom and school flyers, monthly calendars, phone calls, meetings, conferences, school website, Infinite Campus, Connect Ed phone messages and posting information on the outside Parent Information Bulletin Board. * Conferences, Morning Mugs, Family Nights (to be done virtually), and phone calls. * Students get report cards and progress reports. * Translation and translators are available for meetings and conferences. * Connect Ed message are sent home in English and Spanish. |

Allowable activities:

1. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. *(List actions)*

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| * Parent University provides interpreters as needed. |

1. 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. *(List actions)*

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| Classes and conferences. |

1. 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. (*List actions)*

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| Stead has a fall festival, literacy night, and Home Visits to help parents and students. (pending due pandemic) |

1. May train parents to enhance the involvement of other parents. *(List actions*)
2. 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. *(List actions)*

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| Morning Mugs; conferences before, during, and after school. We also have literacy night and events after school. Students can attend tutoring after school and Team Up. |

1. May adopt and implement model approaches to improving Parent and Family Engagement. *(List actions)*

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| Assisting to the meetings and Morning Mugs, parents can give input of new events/opportunities for them. |

1. 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. *(List actions)*

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| Stead offers parents meetings, morning mugs, conferences, meetings. |

1. May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities. *(List actions)*

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| We use the Sierra Kids, Boys and Girls Club, Volunteer Services, After School Tutoring, Team Up, Safe Schools Ambassadors, Grocery Outlet. |

## PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements, schools, as 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.

*(List actions)*

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| * Interpreters at conferences, IEP’s, 504, transition meetings, and school events. * LEA Admin/Dean/Instructional Coach to make sure that proper and understandable language is used with parents during meetings. |

PART IV-ADOPTION

This **Stead ES** Parent and Family Engagement Policy was developed/revised jointly and agreed upon with parents of children participating in a Title I school, as evidenced by an attendance document.

The Parent and Family Engagement Policy was developed/revised by **Stead ES** on 05/28/2020 and will be in effect for the period of the 2020-2021 school year. 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 10/01/2020.

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Signature of Title I Authorized Representative Date

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| Name and Signature of Parents, Students, and Staff Involved in the Parent & Family Engagement Policy Process: | |
| Name | Signature |
| Barbara Jacquez |  |
| Jacqueline Maloney |  |
| Lilia Rodriguez |  |
| Jamie Pinzon |  |
| Elba Guber |  |
| Jennifer Kemp |  |
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