

Desert Heights Elementary School

Parent and Family Engagement Policy/Plan and Procedures 2022 - 2023

Desert Heights 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. Our core beliefs are based on the assets of the **family**. We believe that the stronger the connection between the child's family and his/her school, the more successful the child will be. We believe parents and guardians are an asset to their child's education and all parents are valuable and cable of supporting their child's learning. It is the school's job to create an environment where parents are seen as thought partners with school staff.

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

Our Essential Core Beliefs for Family Engagement are:

1. All families have hopes and dreams for their children and want the best for them.
2. All families have the capacity to support their children's learning.
3. Families and schools staff are equal partners.
4. The responsibility for cultivating and sustaining partnerships among school, home, and the community rests primarily with school staff, especially school leaders.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

- A. **Desert Heights 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.

- Family Engagement policy is available for review at Desert Heights Elementary web site.
- Policy available in English and Spanish.
- Revision meeting held in fall with FACE Liaison, parents and school staff.

- B. 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)

- Meeting held each Fall at **Desert Heights Elementary or on a Virtual setting**.
- Diverse group of parents encouraged to attend.
- Administration attends the meeting.
- Sign in sheet required.
- Policy revised using both English and Spanish.

- C. **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)

- **"Coyote Chats" scheduled typically on the last Tuesday of the month.**
- Homecoming: Back to School Experience is scheduled during the last week of August.

- Annual Title I Meeting, will take place at beginning of year or in conjunction with other events like Back to School Experience.
- Welcome Back Breakfast (first day of kindergarten)
- Welcoming Climate Walkthrough, August 12, 2022.
- Academic Night (Math/Science), November 16, 2022
- Academic Night (Literacy/Technology/Engineering), March 1, 2022
- Parent and Family Engagement Policy revision, in the fall of 2022 school year, at Desert Heights Elementary or virtual.
- Events are offered at various times during the day to accommodate parents' working schedules.
- Childcare is provided by Parent University during their workshops.
- Parent Teacher Conferences have a wide range of times to schedule meetings; if parent/guardian is unable to attend, phone call or virtual conferences will be held.
- Second Parent Teacher Conference February 13 to the 17
- Translators provided for Spanish speaking parents at all of our meetings when necessary.

D. **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)

- Parent participation in school leadership team which develops school performance plan.
- Inform and help parents access School Performance Plan on WCSD website.

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

- a. 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.

Curriculum

- Math – K-1 Bridges, 2-5 Envision, 6-8 Holt Mathematics
- Literacy – Bench mark Advance, Nevada Academic Content Standards
- Social Studies – https://projecttahoe.org/?page_id=701
- Science – Next Generation Science Standards

Forms of academic assessment

- Measures of Academic Progress (MAP)
- Common Formative Assessments
- Leveled Literacy Intervention reading levels.
- Unit tests
- Exit tickets.
- Formative assessment
- aimswebPlus measures.
- School City
- Smarter Balanced Assessment (SBAC)
- WIDA ACCESS

Proficiency levels -

- [Parent Roadmap to the CCSS](#)
- [Smarter Balanced Summative Guide](#)
- [Interpretive Guide to the Smarter Balanced Summative Assessment Reports -2018](#)
- [Resultados en Español](#)
- [WIDA ACCESS for ELs](#)
- [EL Exit Criteria](#)

- b. 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.

- Parents/guardians are encouraged to contact the classroom teacher directly with questions or concerns about their child.
- Parents invited to see administration if contacting the classroom teacher does not resolve their questions and concerns.
- Parents/guardians always welcome to observe in their child’s classroom.
- Communicate with families about school programs and student progress through weekly classroom and monthly school-wide newsletters, flyers, progress reports, conferences, and phone calls.
- Curriculum, assessment, and proficiency levels explained during Fall and Spring Parent Teacher conferences.

- F. 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)

- Inform parents where to find the School Performance Plan information on the WCSD website.
- If parents are not satisfied with SPP, their comments will be submitted to the district along with the plan.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- A. 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)

- Parent-teacher conferences two times a year in October and February
- Various methods of communication
 - Phone calls
 - School Website
 - Facebook/Twitter
 - Email
 - Class Dojo
 - Microsoft Teams/or teleconferencing
 - Text
 - Infinite Campus
 - FACE Liaison support for families and staff
 - Blackboard Connect Ed Phone messages.
- Parents are encouraged to volunteer in the school, attend academic events and field trips, be part of Family Engagement Committee, participate in development of School Performance Plan.
- Positive phone calls home to parents
- Administration meets with parents during Coyote Chats ones a month and at parent request.

- Communication provided in the native language of families.

B. 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)

- Discuss proficiency levels at conference and explain MAP and academic data.
- At conferences parents are provided information on growth performance in reading, intervention plans and ideas for them to use at home.

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).

(List actions)

- Literacy event with 21st Century/Team Up personnel for parents on how to help their children read.
- Academic Nights focused on math/science teaching families and student's various math games to play at home to support students' foundational understanding of numbers and concepts.
- Academic Nights focused on Literacy with activities for parents and students, awards for participation and literacy activities to encourage students to continue reading at home.

3. 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)

- Administrations will work with teachers in cultural competency.
- Staff implementing Social Emotional Learning strategies in classrooms

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.

(List actions)

- Collaborate with 21st Century/Team Up for family engagement
- Introduction to Kindergarten for parents.
- Bringing in local resources such as Parent University, HOPES clinic, Children's Cabinet, Food Bank.

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.

(List actions)

- Information Home/School partnerships will be distributed to families through home notes, monthly newsletters, conferences, informational bulletin boards, Coyote Coffee Talks, Family Nights, workshops, phone calls, one on one communication, and home visits.
- Students will receive classroom progress reports as needed and WCSD report cards quarterly to inform parents of current academic achievement or concerns.
- To improved and enhance communication with our parents/guardians and respect our non- or limited-English speaking families, translations of written material and interpreters for meetings and conferences are available.
- All Connect-Ed messages from the telephone system will be sent to homes in English or Spanish, depending on the home language preference.
- Desert Heights has a bilingual (English and Spanish) FACE Liaison (Family and Community Engagement Liaison) who is available during school hours.

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)*
2. 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)*
3. 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)*

Parent University provides transportation and interpreters for all their workshops.

4. May train parents to enhance the involvement of other parents. *(List actions)*
5. 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)*

Phone calls or home visits will be conducted when parent is unable to attend conference week.

6. May adopt and implement model approaches to improving Parent and Family Engagement. *(List actions)*
7. 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)*
8. May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities. *(List actions)*

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)

- Interpreters at IEP meetings and 504 meetings
- LEA (Admin) to make sure that proper and understandable language is use with parents during meetings.

PART IV-ADOPTION

This **Desert Heights 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 **Desert Heights ES** on 05/20/21 and will be in effect for the period of the 2021-2022 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 mm/dd/yr.

Signature of Title I Authorized Representative

Date

