

Essex Intermediate School Parent and Family Engagement Policy/Plan and Procedures
PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN **REQUIRED**
COMPONENTS

1. **Essex Intermediate School** 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.

- With multiple stakeholders, a meeting will be held in August prior to each school year. The policy will be posted on the school website and a copy of the policy will go home on the first day of school.

2. 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 of this part, and the right of the parents to be involved.

- The annual meeting will occur in the evening during Open House the last week of August. Parents will be notified via school messenger system, marquee sign, website and radio advertisements.

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

- Opportunities for parental involvement will vary in time to accommodate access, scheduling, and transportation needs.

4. Involve parents, in an organized, ongoing, and timely way, 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.

- Parents are included on the school improvement planning and review committee.

5. Implement an effective means of outreach to parents of English learners, in a language the parents can understand, to inform them regarding how they can—

- be involved in the education of their children; and
- be active participants in assisting their children to—
 - attain English proficiency;
 - achieve at high levels within a well-rounded education; and
 - meet the challenging State academic standards expected of all students
- Notice of parent events will be provided in the home language of students. Automated system provides the translation capability for information to be sent in different native languages.
- The ELL teacher will be a part of the Parent and Family Engagement Committee.
- The Parents as Educational Partners sponsors will serve on the Parent and Family Engagement Committee.
- The ECPS website can be changed to meet the home language.

6. Provide parents of participating children—

- timely information about programs under this part;
- 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;
- 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.
- Information will be disseminated at PTO or PTSO meetings as well as events sponsored by School Counselors regarding assessments and curriculum.
- The Assessment Calendar is located on the ECPS website for parent access.

7. 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.

- PTO or PTSO will be consulted annually to address concerns with the school plan.

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.
- Parent-Teacher conferences are scheduled bi-annually within hours that can accommodate the needs of the stakeholders.
- School-parent compacts are provided during the 1st week of school. (Not applicable to EHS)

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-Teacher conferences are scheduled bi-annually within hours that can accommodate the needs of the stakeholders.
- Parent Nights are held to distribute information regarding state expectations, student progress, and graduation requirements.

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).

- Materials and training for parents are held at grade level parent nights held throughout the school year.

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

- Monthly faculty meetings provide targeted professional development focused on academic achievement and behavioral intervention strategies.
- 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.
- A Parent Resource Center in the school will provide pamphlets, flyers, and information that is accessible to all stakeholders. Each school has a volunteer flyer published on the ECPS website and available to stakeholders.
- 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.
- Notice of parent events will be provided in the home language of students. The automated system provides the translation capability for information to be sent in different native languages.

The following are allowable activities:

1. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - Corrective Action Plan Review Committee
 - PTSO/PTO monthly meetings
 - Comprehensive School Plan Committee
 - Student Code of Conduct Committee
 - Parent Surveys
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.

- Infused as part of parent night events.
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.
 - Provide vouchers for public transportation, if necessary.
 4. May train parents to enhance the involvement of other parents. (List actions)
 - Use of social media accounts such as Facebook, Instagram and Twitter to disseminate information.
 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.
 - School personnel can accommodate in-home and teleconferences as needed.
 6. May adopt and implement model approaches to improving Parent and Family Engagement.
 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.
 8. May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.
 - District and school based newsletters and flyers distributed and published on the ECPS website.

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.

- Notice of parent events will be provided in the home language of students. School Messenger provides the translation capability for information to be sent in different native languages.
- Monthly meetings are held for parents of students with disabilities to discuss topics and provide parents with support in reading IEPs.

PART IV-ADOPTION – This School Name 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 School Name on mm/dd/yy and will be in effect for the period of 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 the first day of school yearly.

Signature of Title I Authorized Representative

Date: 12/18/2018

Name and Signature of Parents, Students, and Staff Involved in the Policy Development Process:

Name: Doranda Scott

Signature:

Name: Jesse Ault

Signature:

Name: Tiffani Nash

Signature:

Name: Latanya Weeden

Signature:

Name: Jovan Dunn

Signature:

Name: Marcy Canada

Signature:

Name: Marcy Tignor

Signature:

Name: Kara Grichtmeier

Signature:

Name: Holly Bryant

Signature:

Name: Jennifer Johnson

Signature:

Name: Helen Davis

Signature:

Name: Beverly Taylor

Signature:

Name: Louisa Magee

Signature:

Name: Jill Gilbert

Signature:

Name: Amanda Fletcher

Signature:

