

SANTO ELEMENTARY  
PARENT and FAMILY ENGAGEMENT POLICY  
2021-22

The goal of Santo Elementary's parent and family engagement efforts is to promote a highly effective working partnership among the parents of our children, and district staff. To this end, Santo Elementary has adopted the following parent and family engagement plan to ensure that we provide our parents and families substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per ESSA legislation the district will support this campus in its efforts to build the capacity of the school staff, as well as the capacity of parents, families, and community members, to work as equal partners in educating each child.

The current plan was drafted by the Santo Elementary Campus Improvement Committee, edited, as appropriate, and will be submitted to all parents for further review and comment, and finalized with further consideration of additional input from parents. Each year, the plan content and opportunities for parents' involvement in the life of the school will be evaluated and revised, as appropriate, to support our district-wide academic goals and to include measures to improve continuously the partnership between school and family.

As per the requirements under ESSA the district's comprehensive needs assessment will determine the value of the content of the involvement plan and determine the effectiveness of the parent involvement plan to...

- Improve the academic quality of the Title I, Part A schools; and to
- Identify barriers to greater parent and family engagement, particularly to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, and are of any ethnic minority background.

Santo Elementary will utilize the following procedures for development and revision of the Parent and Family Engagement Policy:

1. **Initial Draft:** The CIC will draft the plan.
2. **Parent Orientation:** The CIC has invited / will invite parent input at "Meet the Teacher Night" to review the requirements and share its drafted parent and family engagement plan.
3. **Purpose of the Committee:** Led by representatives of the CIC or its designee, will review the drafted plan and revise as it deems most appropriate, ensuring that the district's plan includes measures to build the capacities of school personnel to work with parents and measures to build the capacities of parents to work as equal partners with school staff.
4. **Draft Plan:** The drafted plan will be disseminated to parents for additional input.
5. **Final Plan:** The CIC will finalize the parental involvement plan, revising as appropriate, to include suggestions offered from the general dissemination. As per Section 1118, the plan will become a part of the district's plan.

6. **Dissemination of the Parent Involvement Plan:** Upon completion of all revisions, the CIC will disseminate the completed plan to all parents.
7. **Evaluation of the Parent Involvement Plan & Program:** At the close of the first year of implementation, the CIC, will devise and conduct an annual evaluation of the parent and family engagement policy.
8. **Revision of the Written Plan:** Based upon a review of evaluation results, the CIC will revise the plan to ensure continued, meaningful opportunities for parents' participation in the life of the school.

### Required Activities

The CIC will assist the campus in conducting the following required activities;

| Santo Elementary Parent Involvement – Required Activities |   |   |   |
|---|---|---|---|
|   | Timeline  | Activity  | Evaluation Measure(s)   |
|   |   |   |   |
| 1.  | As early in the year as is practical  | Provide to parents and teachers the School Report Cards and the results of each of the State assessments  | Dissemination records; Annual Parent Survey   |
| 2.  | No later than the 4 <sup>th</sup> week of the 1 <sup>st</sup> six weeks of school and in May for the next school year | Support schools served under Title 1, Part A to host an annual meeting to inform parents of the schools' participation and the requirements of Title I, Part A and to inform parents of their rights to be involved, giving special attention to parents of migrant students, LEP students, Economically Disadvantaged students, disabled students, Dyslexia, and all other special populations | Session evaluation; Parent participation records; exit survey   |
| 3.  | By the 4 <sup>th</sup> week of school   | Send out letters district-wide informing parents of their "Right to Know" about the qualifications of their children's teachers   | Dissemination records; Annual Parent Survey   |
| 4.  | September   | Conduct an annual meeting to provide timely information about programs, the curriculum in use, assessments, and the proficiency levels students must meet   | Session evaluations; student performance records  |
| 5.  | May/June for the upcoming school year   | Establish the district's expectations for parent involvement  | Goals as reflected in the CIC plan; Student performance records   |
| 6.  | March/April for the upcoming year   | Assist in the coordination and integration of parental involvement strategies with strategies under other programs, such as Head Start, Reading First, etc., and other State-run preschool programs (as applicable)   | Coordination efforts reflected in improvement plans; performance records of targeted student populations at primary level |

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|----|---|---|--|
| 7. | Planned in June and outlined in the CIP   | <p>Support schools in...</p> <ul style="list-style-type: none"> <li>• offering a flexible number of meetings [e.g., morning and evening]</li> <li>• strengthening the processes of the SBDMs to create expanded opportunities for parents to assist in the planning, reviewing, and improvement of programs under Title I, Part A, including planning, reviewing, and improving the parent involvement plan and the schoolwide program plan</li> </ul>  | <p>Participation records and session evaluations; annual evaluation results</p> <p>Participation records; Resulting revision to program plans; student performance records</p> |
| 8. | June  | Assist the CIC in designing the evaluation and collecting and analyzing data to determine the content and the effectiveness of the PI plan in improving the academic quality of the schools served under Title I, Part A., including the identification of barriers to greater participation from the parents of special populations (e.g., Gifted and Talented, Migrant, disabled, or ethnic minority groups) and the designing of activities to provide for more effective parent involvement | Evaluation results & revisions to parent involvement activities  |
| 9. | Planned annually in June as campuses develop the Campus Improvement Plans (CIP) | Coordinate efforts with parents to assist participating schools and their parents in designing a program that builds the capacity of parents and school personnel to create strong parental involvement.  | Individual campus parent involvement plans & campus evaluations  |
| 10 | May (prior to submission of the Application for Federal Funding)                | As appropriate, assist the district in gathering and reporting input from parents on any funds reserved at the district level for parental involvement activities (Note: Since the district is not obliged to reserve funds, this activity will occur only in the event that the district opts to reserve funds)  | CIC meeting minutes & resulting plans  |

## Annual Parent and Family Engagement Activities

The activities in the table below delineate specific annual activities conducted/supported by the district and designed with the input of parents. Please note: These activities, not required by law, may change from year to year, depending on specific evaluation data and the specific annual goals established by the CIC

| Santo Elementary – Annual Parent and Family Activities |  |  |   |
|--|--|--|---|
|  | Timeline   | Activity   | Evaluation Measure(s)   |
| 1.   | August   | Provide opportunity for parents to “Meet the Teacher” prior to start of school in order to fully understand expectations for their child   | Session evaluations;<br>increased parent participation  |
| 2.   | September  | Conduct Parent Information Nights/Title I/Dyslexia Meeting to help parents understand expectations for Math/Reading  | Exit Surveys—mailed to those in attendance  |
| 3.   | October/Spring<br><br>Fall/Spring<br><br>October<br><br>November<br><br><br>December | Conduct Parent conferences, offering flexible meeting times (morning and afternoon) twice yearly<br><br>SSI Notification to 5 <sup>th</sup> Grade Parents<br><br>Living Museum Presentations<br><br>Reading with the Wildcats<br>ELL Reception<br><br>Veteran’s Day Program<br>Book Fair<br><br>Band Concert | Sign in Documentation, Exit Surveys<br><br>Responses/Questions from Parents<br><br>Surveys<br><br>Surveys<br><br>Attendance |
| 4.   | Weekly Post by Teachers to Social Media  | Disseminate a parent newsletter, focusing on strategies to assist children at home-WPA gathers information<br><br>Campus FB page<br><br>Communicate in Native Language more frequently   | Surveys<br><br><br>Surveys in native language   |
| 5.   | Throughout School Year   | <ul style="list-style-type: none"> <li>Facilitate continuing education classes for parents-- both non English speakers and those desiring to improve reading skills</li> <li>Grandparent Read 1/week to K-2 students in Library</li> <li>Parents asked to assist with Real World Skype Lessons</li> </ul>    | Participation counts & course completion<br><br><br>Student Survey  |

|     |                   |  |   |
|-----|-------------------|--|---|
| 6.  | January 2021      | Spelling Bee<br>Parents attend and assist as needed  | Surveys   |
| 7.  | March 2021        | Parents assist with Math Mastery Events<br>Parents attend and help in preparation<br><br>Open House/Health Fair<br>Published Writing Piece<br>Math and Literacy Activities                   | Surveys<br><br>Attendance Rosters, Exit Surveys |
| 8.  | Once per semester | Conduct survey to gather data about providing parental training sessions on topics of interest to parents<br><br>Fall—Parent Information Night<br>Spring— Open House-Math and Literacy Night | Session evaluations                             |
| 9.  | May 2021          | Cinco de Mayo Celebration/School Wide<br>Emphasis on ELL parent participation<br><br>Band Concert<br>Awards Assembly<br>Science Fair<br>Battle of the Books<br>Math Bee<br>Field Day         | Needs Assessment/Surveys                        |
| 10. | Once Annually     | Father/Daughter Dance<br><br>Doughnuts with Dad<br>Muffins with Mom  | Attendance Records                              |
| 11. | On-going          | Support the Wildcat Parent Association   | Surveys   |

## **Evaluation of the District Parent and Family Engagement Plan 2021-22**

In addition to aggregated data from individual campus-wide activities and data from campus parent involvement activities supported by the district, the CIC will develop additional measures to gather input from parents such as interviews and surveys such as the following.

Survey communicated to all parents, posted to web site and social media.

### **Plan Requirements for Title I Part A Campuses**

To assist the Title I Part A campuses in providing substantial and meaningful opportunities for parent and family engagement and in complying with federal requirements, the district will provide technical assistance and support development of a parent and family engagement plan that:

1. Provides for an annual meeting to inform parents of the campus' participation in Title I, Part A, the requirements of Title I, and parents' rights to be involved, and provides parents with the following:
  - Information about the school's program and informs them of processes for timely updates about program changes (e.g., newsletters, letters, site-based decision making committee minutes, etc.).
  - Description and explanation of the curriculum in use, the forms of academic assessments, and the proficiency levels students are expected to meet.
  - Explains opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and measures to ensure response to such suggestions.
2. Offers a flexible number of meetings
3. Develops procedures to involve parents in an organized, ongoing, and timely way in planning, reviewing, and improving the academic program, including planning, reviewing, and improving the school's parent involvement plan and the schoolwide program plan.
4. Implements measures enabling parents to offer comments on the school's plan.
5. Outlines the process for developing/revising with parents the school-parent compact to outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and the parents will build a partnership to help children achieve State standards. The compact shall....
  - Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment and ways in which each parent will be responsible for supporting their children's learning (e.g., monitoring attendance, homework completion, and television watching; volunteering in the classroom; participating, as appropriate, in decisions relating to education and positive use of extra-curricular time.
  - Address the importance of ongoing communication between teachers and parents at a minimum through (1) annual parent-teacher conferences, during which the compact shall be discussed in relation to each child's achievement; (2) frequent reports to parents on children's progress; (3) opportunities, through reasonable access to staff, to volunteer in their child's class and observation of classroom activities.
6. Provides measures to assist parents in understanding...
  - State's academic achievement and content standards.
  - State and local academic assessments.
  - The Title I, Part A requirements.
  - Ways to monitor a child's progress.
  - Ways to work with educators to improve achievement.
7. Provides materials and training to help parents work with their children to improve achievement, such as literacy training, using technology to foster parent involvement and so forth.
8. Provides measures, designed with the assistance of parents to educate teachers, pupil services personnel, principals, and other staff, in the value and utility of parent contributions, in ways to reach out to and to communicate with and to work with parents as equal partners; in ways to implement and coordinate parent programs; and ways to build ties between parents and the school.