YSAFE PARENT AND FAMILY ENGAGEMENT POLICY

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written Parent and Family Engagement Policy agreed on by the parents that describes the requirements outlined in Title I law.

A. PARENT AND FAMILY ENGAGEMENT POLICY

1. 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 participation under this part and to explain the requirements of this part, and the rights of the parents to be involved.

   Our school holds an official State of the School address by the end of September each school year to review with parents Title I School Requirements and the schools Parent and Family Engagement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitate a review of the school’s improvement plan.

2. Offers flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parental involvement;

   Parents are invited to participate in a variety of meetings and activities over the course of the school year. An open House is held in August (or September) and again in January to provide parents the opportunity to formally visit their child’s classroom to become better informed about grade level expectation and their students’ academic progress. The contents of our school parent resource center is advertised frequently throughout the school year to highlight the various books, pamphlets and DVD’s available for home use or on a campus resource. The center also includes a computer for parents to access the I-Parent Program and monitor their child’s progress. In order to meet the needs of our diverse group of parents, training on a multitude of topics are obtainable year round between the hours of 7:00am and 7:00pm. Formal trainings and workshops scheduled throughout the year are guided by a parent input and survey data and vary in date and time. Childcare is offered on site for these events. In cases in which transportation is barrier for a parent to become involved in our school, the

   Administrative Team and The Family Advocate make special arrangements to link that parent to needed resources and events.
Due to the hectic and varying schedules for school family, effort will be made to provide training opportunities to parents via links on our school website making information accessible twenty four hours a day.

Parents will be invited to participate in a parent teacher conference at least twice a year to discuss their child’s progress. Teachers may receive parents in the morning, during the school day and/or afterschool to accommodate as many reciprocating parents as possible.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review and improvement of programs under this part, including planning, review and improvement of the school Parent and Family Engagement Policy;

Our school annually invitees parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent and Family Engagement Policy. The schools parent council consistently reviews school policy in an organized, ongoing and timely way. An organized PTA has been established in our school to create a forum for parental input and involvement. Our PTA affiliation connects our school to parental involvement resources at the state and national level.

4. Provide parents of participating children timely information about programs under thus part; descriptions 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; and 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 suggestions as soon as practically possible.

Our school communicates with parents often about the states’ curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students.

We use a variety of communicative techniques such as our Parents Handbook. School Handbook, Classroom Newsletters, School Website, Classroom website, Communication folders, Parent Student Connect (phone call system), Parent/Teacher Conferences, SST Meetings, IEP Meetings, PTA Meetings, School Council Meetings, individual notes/calls home, Family Fun Nights, Surveys (paper, phone and online), Parent Resource Room (room 07), Parent Workshops, Open House , Back to School Night, Mid-Term Progress Reports, Report Cards, benchmark results, Fluency Scores, CRCT data, School Signs, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

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B. 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, students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher, but also of the parent and child. For this reason, a School Parent Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all at the beginning of each school year. The signed compacts is kept by the teacher and in used student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child’s learning.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents and in the community to improve student academic achievement, each school and local educational agency assisted under this part

1. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the states academic content standards and the state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;

Our school will provide for this provision as stated in the Parent and Family Engagement Policy and Shared Responsibilities for High Student Achievement sections of this document.

2. Shall provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
Our school will provide for this provision as stated in the Parent and Family Engagement Policy and Shared Responsibilities for High Student Achievement sections of this document.

3. Shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parents programs, and build ties between parents and the school;

Faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. Information derived will be utilized by the school Administrative Team to strengthen the tie between school and home for the purpose of increasing student achievement. The Family Advocate, along with the school’s Parent Involvement and Special Events Committee, will take the lead in providing a multitude of opportunities for parents to become involved in our school over the course of the year in order to take full advantage of the benefits that come with active parent involvement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with community based early learning programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

Our school participation includes Bright from the Start Pre-K Classes. A school Pre-K Coordinator works onsite to ensure that this early learning program is appropriate for our students. It is also the coordinator’s role to take the lead in bridging a strong relationship between home and school. A parent resource center houses resources and references for parents of preschool students. Field trips and on campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible.

5. Shall ensure that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and, to extent practicable, in a language parents can understand.

Due to the volume of paper that is sent home each year from school to home, written information is purposefully as compact and concise as possible. Young Scholars Academy has made it a practice to send home correspondents in English and post them online to ensure all information related to our school is understandable. A system translator (for call-out messages) assists our school with oral communication when necessary.
D. In carrying out the Parent and Family Engagement Policy requirements of this part, districts and schools to the extent practicable, shall provide full opportunities for the participation of parents, with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to extent practicable, in a language that parents can understand.

Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in the child’s school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent’s primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resource in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc.,