

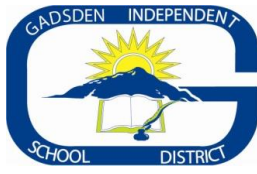
GADSDEN INDEPENDENT SCHOOL DISTRICT SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

Yucca Heights Elementary

The following procedures ensure that Yucca Heights Elementary will provide parents of children being served in the Title I program an adequate opportunity to be involved in the planning, implementation, review and improvement of the Title I program in accordance with Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

1. At the time of students pre-registration or registration for school, parents of participating Title I students will receive Title I Parent Involvement Policy (for which they will be asked to sign to indicate receipt), which will include notification of the following:
 - a. An annual meeting was convened at Yucca Heights Elementary on September 17, 2018 at 9:00 a.m. in the conference room to explain our school's curriculum and programs and for the purpose of (i) verification of their child's participation in the Title I Program, (ii) explaining the program of instruction offered by Title I and (iii) establishing the parent's invitation to become involved in Yucca Heights Elementary's program.
 - b. Parents are invited to be involved in the planning, review, and improvement of the Title I program, including the parent involvement policy, school parent compact and the school wide program, via a series of discussion meetings at Yucca Heights Elementary to which parents of participating students will be invited throughout the school year. Parents will receive advance notice of these meetings from staff at Yucca Heights Elementary. Parents will be notified of these meetings through the monthly school newsletter, letters giving meeting topics, reminder notices, school messenger announcements, Schoolway App and postings in the school building and the marquee in front of the school.
 - c. Parents will be provided the following information at an individual parent-teacher conference formally scheduled in the fall and spring of each school year.
 - School PARCC/SBA performance profiles;
 - Child(ren)'s individual student assessment results and a description
 - Explanation of the measurement administered;
 - Description/explanation of the curriculum in use
 - Expectations of student achievement according to the state performance standards.
 - Title III Bilingual/Bilingual Transitional Program description
 - Student's academic and behavioral strengths and weaknesses
 - d. Parents are invited to meet with other parents of participating students to share ideas, and formulate suggestions to Yucca Heights Elementary staff regarding educational issues which affect their child(ren), and upon submission of suggestions to the building, receive a timely response.
 - Coffee with the Principal
 - Parent-Teacher conferences
 - Administrator-Parent conferences
 - Parent Reading or Math Nights
 - Title I Information Meeting
 - Parent Meetings for P.T.O.
 - e. Parents are invited to submit comments and suggestions to the building administrator about conducting a school wide program when its plan is made public, if the parent is dissatisfied with any aspect of the plan.

- f. Parents are invited to assist Yucca Heights Elementary in the training of teachers, principals, and other staff in the value of building family-school partnerships, and how to reach out to and communicate with parents.
- Monthly newsletters
 - Open House
 - Parent notices/phone calls
 - Parent Conferences
 - Social Service agencies
 - Thanksgiving Parent-Student Lunch
 - Music and Art performances
 - Honors Banquet
- g. Parents are invited to have their own parent involvement programs and training activities coordinated with programs
- Early Childhood Transition to Kindergarten
 - 6th grade Transition to the middle school
- h. Parents are invited to be included in involvement activities, which encourage partnerships between Yucca Heights Elementary and local businesses
- Fall Festival
 - Career Day
 - Father /Daughter Dance
 - Mother/ Son Movie Nights
- i. Parents are to be informed of parent involvement programs, meetings and other activities in the language which is used within the home.
- All meetings and activities conducted in English and Spanish
 - Newsletters, parent notices and flyers will be sent home in English and Spanish.
- j. Yucca Heights Elementary provides full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form which parents can understand.
- All Meetings and activities conducted in English and Spanish
 - Newsletters, parent notices and flyers will be sent home in English and Spanish.
- k. Parent may request, and Gadsden Independent School District staff will provide, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Whether the teacher is teaching under emergency or other provisional statues through which State qualification or licensing criteria have been waived.
 - The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - Whether their child(ren) is provided services by paraprofessionals and, if so, their qualifications.
- l. Parents will be notified if a child is assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.
- m. The school-parent compact (Academic Improvement Plan) will be drawn up between the family and the Yucca Heights Elementary staff during the fall parent-teacher conference in which parents, teachers and students agree formally to share the responsibility for improved student achievement in a partnership offering both high quality instruction and a supportive learning environment which enable students to meet the State's student performance standards.
- n. Parent-teacher conferences in schools, at least twice annually; Frequent reports to parents on their child(ren)'s progress, either verbally or in writing; Accessibility of staff to meet with parents, opportunities for parents to volunteer and participate in their child's class and observe classroom activities.



GADSDEN INDEPENDENT SCHOOL DISTRICT YUCCA HEIGHTS ELEMENTARY SCHOOL/PARENT COMPACT

Yucca Heights Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2018-2019.

School Responsibilities

Yucca Heights Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Teachers will create common grade level assessments aligned to the CCSS
 - Teachers will administer pre and post assessments each nine weeks
 - Teachers will use assessment analysis to drive instruction
 - Teachers will differentiate instruction according to students' strengths and weaknesses
 - Teachers will address needs and monitor students' reading progress using DRA/EDL

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
 - Fall – Thursday, September 20, 2018 from 11:00 a.m. – 7:00 p.m.
 - Spring – Thursday, February 21, 2018 from 11:00 a.m. – 7:00 p.m.

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

1 st 9 weeks:	Progress Reports –September 4, 2018 Report Cards – October 12, 2018
2 nd 9 weeks:	Progress Reports – November 14, 2018 Report Cards – January 10, 2018
3 rd 9 weeks:	Progress Reports – February 8, 2018 Report Cards – March 25, 2018
4 th 9 weeks:	Progress Reports –April 25, 2018 Report Cards –May 24, 2018

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - Monday – Friday from 3:10 p.m.
 - Monday –Friday during the teacher's 45-minute prep five times a week.
(Scheduled appointment 575-824-8210)

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- Parents may volunteer in the Parent Teacher Organization, PTO
- Parents may volunteer in the Reading Night
- Parents may volunteer in the Math Night
- Parents may volunteer in the classroom/school function upon administration approval

Note: As per district directive, parents must complete a background and fingerprint check as a security measure for all students and staff

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Ensuring my son/daughter attends school every day
- Ensuring my son/daughter is on time and ready to learn
- Making sure that homework is completed.
- Scheduling doctor appointments after school or on days there is no school.
- Reduce the amount of time my son/daughter watches television.
- Volunteering in school activities such as the Fall Festival or PTO.
- Participating, as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Attending parent meetings such as Monthly Coffee with the Principal and Parent Teacher Conferences.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, PTO and the District Wide Policy Advisory Council or other school advisory or policy groups.