



## Parent and Family Engagement Policy 2023-24

### David Cox Road ES

#### I. Parent and Family Engagement Policy

- A. List names and roles (teachers, administrators, parents, etc) of persons involved in developing Parent and Family Engagement Policy.

<u>Name</u>	<u>Role</u>
Michael Tampa	Co-Chair
Melissa Morgan-Chase	Parent Chair
Melanie Edelman	Literacy Facilitator
Kara Morgan	teacher
Christie Johnson	AP
Kenya Jackson	IA
Celeste Spears-Ellis	Principal

B. Briefly describe the process your school used to:

1. Select participants to develop the policy (school improvement team, parent/family committee)

**We utilized School Improvement Team/Staff Members to develop this policy. We also utilized feedback given on last year's policy to make revisions as needed.**

2. Develop policy (1-2 pages max) (policy should reflect Components II through XII taken from Parental Engagement Section 1116 of The Every Student Succeeds Act

**See Attached Policy**

### 3. Implement policy

## II. Annual Information Meeting

- A. Describe your plan to conduct an annual meeting to inform parents of their school's participation in Title I Part A. Include strategies to inform English Learner parents.

**Our Annual Meeting will be held on September 28, 2023. Parents will receive notice of this meeting through Parent Square, marquee messages, and teacher announcements. Parents who attend will also engage in our "A Walk In Our Shoes" activities aka curriculum night and will be introduced to their child's learning goals and expectations for the upcoming school year.**

## III. Flexible meeting times

- A. Describe your strategies to offer flexible times for parental and family engagement opportunities and meetings.

**School Improvement Team meetings are held monthly at 6:00pm to give working parents an opportunity to participate. Parents are invited and encouraged to register as volunteers for our school by using the CMS volunteer clearance system- [www.cmsvolunteers.com](http://www.cmsvolunteers.com). They are encouraged to volunteer and visit classrooms during various times of day. Parents are encouraged to engage in the activities offered by the school.**

## IV. Title I Part A Planning

- A. What timeline and strategies will you use to involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Part A Program.

**Through our communication platform and Title I presentation, parents are notified of our school goals, along with other information. We develop our district supported School Improvement Plan process to document and track school improvement strategies. Parents are involved in monitoring the SIP during each SIT meeting as well as communication through ParentSquare that encourages them to review our plan online.**

## V. Parent Information and Opportunities

- A. Describe how you will provide parents and families with the following:
1. Timely information about Title I Part A Programs

**ParentSquare, Connect Ed. Messages, fliers, social media platforms, and the school website**

2. School performance profiles

**Parents are provided school report cards on an annual basis when the state gives out paper copies; School Data and Title I tabs on available on our school website**

3. Assessment results of their child's performance

**-Mid-quarter progress reports**

**-Quarterly Report Cards**

**-PowerSchool logins (online tool for parents)**

**-Thursday folders/Weekly folders from teachers**

**-Student Agendas**

**-MAP, DIBELS, and EOG Reports (Parents may use Parent Portal for EOG scores as well)**

4. A description and explanation of the curriculum, assessment forms, and

proficiency levels and state standards. Include strategies to inform parents with language barriers and/or disabilities

**Each year, we hold parent conferences, Literacy/Math/Curriculum Nights to help parents understand the curriculum and the North Carolina Standard Course of Study, as well as new teaching strategies. Our 3<sup>rd</sup> Grade parents will be involved in Read to Achieve information sessions that explain the new reading legislation to improve 3<sup>rd</sup> grade literacy across our state. Translators will be available as needed for families.**

5. Opportunities for regular meetings to participate in decision making

**-Monthly Grade Level Newsletters  
-Parent Information Bulletin Board  
-School Improvement Team Bulletin Board  
-Phone Calls (Personal)  
-ParentSquare Communication  
-Parent Surveys**

6. Timely responses to suggestions and questions raised by parents

**Phone calls, emails, letters/notes home, agendas, personal meetings**

7. Reasonable access to staff, opportunities to volunteer and participate in child's class

**By encouraging all parents to register with the volunteer system and receive emails concerning opportunities; Specific fliers sent home for special opportunities to volunteer (i.e. Book Fair, carnivals, school dances, etc.); Messages are appropriately forwarded to staff members by our school receptionist; Student agendas and ParentSquare serve as a means of two-way communication between classroom teachers and parents.**

## **VI. School-Family Compact**

A. Discuss timeframe and strategies to present and explain compact to parents as it relates to the child's achievement. Include strategies to inform parents with language barriers and/or disabilities

**Parents are presented with the Parent-School Compact at the beginning of the year and at the Annual Title I meeting. It is also read aloud at our Annual Title I Meeting and included in our Parent Policy. This document, which is an agreement between the home and school, outlines the teacher's, parent's, student's, and principal's responsibilities for supporting learning. Our expectation is to have 100% agreement and turn-in of our school compact.**

## **VII. Building Parent and Family Engagement Capacity**

A. Briefly discuss how you will address the following:

1. Provide assistance to parents in understanding performance standards, assessment, Title I, monitoring their child's progress, and participating in decisions relating to the education of their child

**-Each year, we hold our Annual Title I meeting to help families understand how our school is performing relative to state standards. We also use this time to help families understand our Title I status.**

**-Our annual empowerment nights (Curriculum, Literacy, Math, EOG) help our parents understand how we monitor their students' progress; as well as our parent conferences and frequent progress reporting.**

**-School Improvement Team is also communicated as a vehicle for parents to help participate in the decision making process at the school.**

**-Parent Teacher Conferences are not only held during the CMS designated conference window, but throughout the school year.**

2. Provide materials and training to help parents work with their children (literacy training, computer skills, homework assistance/workshops, family literacy nights, adult EL, GED etc.)

**-Literacy Night, Math Night, technology training, Parenting Skills sessions, Read to Achieve Sessions are all available to enrich our parents in specific skills so that they can more effectively parent their child.**

**-Counselors/Student Support Team will conduct a Parent Information Session.**

**-Enrichment sessions are also available within our school system.**

**-Our academic coaches (facilitators) are also available, as needed, for additional specific family/student needs.**

3. Educate teachers and other staff to work with parents

**-Ongoing professional development as offered by the district, counselors, and social worker.**

**-Information passed by North Learning Community liaisons to staff where appropriate (i.e. written information on having an effective home visit, etc.)**

4. Coordinate and integrate parental involvement programs/activities

**-David Cox Road Elementary fosters an atmosphere of collaboration. This prevents overscheduling or scheduling competing activities, which could negatively impact participation.**

5. Develop appropriate roles for community-based organizations and businesses

**-Beginning of the year email and phone call communication with existing partners.**

**Ongoing communication throughout the year. Dialogue concerning expanding partnership.**

**-We utilize/recommend community services for our families, as needed.**

**-Hired a Parent-Family Advocate to support**

6. Conduct other activities as appropriate and feasible that is designed to help parents become full partners in the education of their child

**-We encourage parents to attend district and community courses throughout the community.**

**-Parent information sessions and forums are conducted.**

**-Written materials are sent home for parental support.**

7. Ensure that information related to parent involvement is sent home in the language used in the home

**-We have staff who are bilingual that serve as a support to our non-English speaking families as needed. Our ML teacher arranges translation for other languages. The school also sends home communication in multiple languages.**

## **VIII. English Learners and Disabled Parents and Families**

**A. Provide full opportunities for the participation of English Learner parents or with disabilities Our ML teacher reserves interpreters and translation for all students and parents/guardians as needed. Our Student Services team are available to explain or help disabled parents.**

## **IX. Parent/Family Requests**

- A. Describe how you will provide reasonable support for activities requested by parent and Families.

**-Our staff is available to serve at our parent events.**

**-Our volunteer coordinator sends out emails to our approved volunteers when support is needed for parent activities.**

**-Parents also have the opportunity to volunteer for parental involvement activities – fliers, google documents, and ParentSquare messages are sent with response forms.**

**-Our faith-based partners also provide support for events and activities.**

## **X. Annual Evaluation**

- A. Discuss timeline and plan for involving parents and families in an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools.

**Each year, parents are asked to provide feedback and recommendations on the parent involvement policy.**

## **XI. Other Parent and Family Engagement Practices** (School may include the following).

Only describe the ones you choose to implement

- A. Describe how your school addresses the following, **only** if practices are part of your schoolwide plan.
  1. Involve parents/families in the development of training for teachers, principals and other educators
  2. Provide necessary literacy training
  3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care cost
  4. Train parents and families to enhance the engagement of other parents
  5. Arrange school meetings at a variety of times or conduct in-home conferences for those unable to attend in school activities
  6. Adopt and implement model approaches to improving parent and family engagement

*In the Charlotte-Mecklenburg Schools, we believe in the importance of families and schools working together. We believe that students do their best through the teamwork of students, families and educators. This friendly agreement lists the ways we all can contribute to the success of every student.*

**CMS School Learning Compact**

**StudentName** \_\_\_\_\_

<p><b>Parent/Guardian Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure my child attends school every day on time and completes his or her homework every day.</li> <li><input type="checkbox"/> Attend parent-teacher conferences, PTA meetings and workshops whenever possible in order to help my child learn.</li> <li><input type="checkbox"/> Contact teachers or staff when I am concerned or have a question about my child.</li> <li><input type="checkbox"/> Ask my child every day for home/school communication.</li> <li><input type="checkbox"/> Limit my child's TV and video game time and make sure my child is well rested.</li> <li><input type="checkbox"/> Provide study space, study materials and learning opportunities for my child, in the home or through the library, church or community.</li> <li><input type="checkbox"/> Volunteer in my child's class or school when possible</li> </ul>	<p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a safe, welcoming environment for students and families.</li> <li><input type="checkbox"/> Provide challenging opportunities for learning. Address students' individual needs, whether basic or advanced, and offer special assistance whenever needed.</li> <li><input type="checkbox"/> Help parents identify ways to help their children learn. Communicate with parents and families about resources, materials, and workshops.</li> <li><input type="checkbox"/> Communicate regularly with parents and families about children's academic performance. Provide information about how children are doing as well as ways they can help promote learning at home.</li> <li><input type="checkbox"/> Have at least one parent-teacher conference annually.</li> <li><input type="checkbox"/> Participate regularly in professional-development programs.</li> </ul>
<p><b>Parent Signature:</b> _____  <b>Date:</b> __/__/__</p>	<p><b>Teacher Signature:</b> _____  <b>Date:</b> __/__/__</p>
<p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Come to school on time.</li> <li><input type="checkbox"/> Get and complete my homework assignments.</li> <li><input type="checkbox"/> Bring books, homework, technology, and papers to school on time.</li> <li><input type="checkbox"/> Follow CMS behavior rules</li> </ul>	<p><b>Principal Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set high standards and implement effective programs in reading and math throughout the school.</li> <li><input type="checkbox"/> Educate students, teachers, families and school staff about the importance of daily reading and the partnership approach of the compact. Allocate resources to ensure that high standards are met for all students.</li> <li><input type="checkbox"/> Provide workshops for families on how to help students learn.</li> <li><input type="checkbox"/> Welcome all families and include and encourage families with low literacy or math skills and/or limited English proficiency. Also ensure that translators or equipment are available so that all families can participate.</li> <li><input type="checkbox"/> Provide a variety of opportunities for parents and families to volunteer at the school.</li> </ul>
<p><b>Student Signature:</b> _____ <b>Date:</b> _____</p>	<p><b>Principal Signature:</b> _____ <b>Date:</b> _____</p>

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<u>Name</u>	<u>Signature</u>	<u>Role</u>