



# Arbor Grove Elementary School



## PUTNAM CITY SCHOOLS

### *Parent and Family Engagement Arbor Grove Elementary School Policy*

Putnam City Schools operates programs, activities and procedures for the involvement of parents and family members of participating children, consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). These programs, activities, and procedures are developed jointly with, and agreed on, with parents and family members of participating children at the end of each school year, and distributed to families at the beginning of ensuing school year.

**DEFINITION:** Putnam City School district is governed by the statutory definition of parental involvement under ESSA, Section 8101(39), and carries out programs, activities, and procedures in accordance with the following definition:

*“Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- (A) that parents play an integral role in assisting their child’s learning;*
- (B) that parents are encouraged to be actively involved in their child’s education at school;*
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1116 of ESSA.”*

**ACCESSIBILITY:** In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, Putnam City Schools provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under ESSA, Section 1111 in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

### **POLICY INVOLVEMENT**

**FREQUENCY:** It is Putnam City Schools policy that Arbor Grove Elementary School shall convene an annual meeting in the fall of each school year, to inform parents in regard to school’s participation in Title I, Part A program and other Title programs, to explain each program requirements and parents’ right to be involved in school’s decisions. The invitation to this meeting shall be extended to all parents of participating children, and all parents shall be encouraged to attend.

**INVOLVEMENT:** Arbor Grove Elementary School shall involve parents in the planning, review, and improvement of all programs, including the parent and family engagement school policy and the joint development of the schoolwide program plan



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under section 1114(b). Parent and family engagement in the planning, review, and improvement of all programs shall be done by Arbor Grove Elementary School in an organized, ongoing, and timely manner, giving ample notification time to the parents for planning attendance.

**FLEXIBILITY:** It is Putnam City Schools policy that Arbor Grove Elementary School shall strive for more parental participation by sending the invitation to the parent and family engagement meeting to all parents, via email, software, school messenger system, etc. at least two weeks in advance, and flexibly offer it in person and/or virtual. If requested by parents, opportunities shall be offered for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The school leader shall respond to any such suggestions as soon as practicably possible.

**CURRICULUM:** It is Putnam City Schools policy that Arbor Grove Elementary School implements the curriculum, academic assessments and State academic standards as approved by the Board of Education of Putnam City Schools. Any updates in the curriculum, the academic assessment forms used to measure student progress and the achievement levels of the challenging State academic standards are posted on the district website, and communicated to parents by each school during events such as: open house, back-to-school night, parent teacher conference, etc.

**BUILDING CAPACITY FOR INVOLVEMENT:** To support parent involvement in school activities, events and decisions, it is Putnam City Schools policy that Arbor Grove Elementary School shall establish a parent advisory committee, comprised of a sufficient number and representative group of parents of children served in each respective school. This committee shall support the needs of parents and family members to assist with the learning of their children, to make recommendations and participate in decisions. Each school shall, to the extent practicable, remove barriers to greater participation of parents in school activities (specifically of parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

It is Putnam City Schools policy that Arbor Grove Elementary School shall:

- (1) assist parents in understanding topics such as the requirements under Title I, the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with teachers to improve children's academic achievement. Examples are, but not limited to, training parents on the topics above during back-to-school night, parent night, ....
- (2) train parents on how to work with their children to improve their academic achievement, provide materials and use technology to foster parental involvement.



Examples are, but not limited to, literacy training education, technology training (to include the harms of copyright piracy), adaptive technology, etc. provided during parent education nights, conferences, (other events?)

(3) train teachers, support personnel, principals, and other school leaders on how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build relations between parents and the school.

Examples are, but not limited to, translate all communication, training teachers on how to make school “approachable”, hosting events such as ....

(4) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs. Examples are, but not limited to, Early Birds preschool program, Parent Resource Centers, Parent University classes, parenting classes for behavior, ....

(5) ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and, to the extent practicable, in a language the parents can understand. Examples are, but not limited to, translation and interpretation services, send communication in several languages, explanation of acronyms, ....

(6) provide such other reasonable support for parental involvement activities under this section as parents may request. Examples are, but not limited to, clothing, food pantry, trauma informed support....

**SCHOOL-PARENT COMPACT:** For the purpose of this policy, Putnam City Schools is governed by the statutory definition of the parent-compact under ESSA, Section 1116(d) as follows:

*A school-parent compact is a voluntary agreement between the school and the parents of children participating in Title I, Part A programs that outlines 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 parents will build and develop a partnership to help children achieve the State’s high standards.*

It is Putnam City Schools’ philosophy that families, students, and schools work together to help each student reach his/her potential, and they all take collective responsibility for a quality education. Student learning improves when a partnership exists, and each partner fulfills his/her responsibilities. Arbor Grove Elementary School shall jointly develop, review and/or revise the school-parent compact with parents every school year, and outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. School-parent compact is to be addressed with parents annually during one or more of the following: Title I meetings, Schoolwide meetings, Family and Parent Engagement meetings, Parent-Teacher conferences, etc.(?)



## Student responsibilities are as follows:

- Come to class on time, every day, ready to learn and with assignments completed.
- Allow the teacher to teach and all students in class to learn.
- Complete the work on time and accurately.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Respect others and their property.

## School responsibilities are as follows:

- Create a safe and healthy school environment, conducive to learning.
- Create a mutual respect among school staff, students and families.
- Communicate to staff, students and parents high expectations for every student.
- Provide assistance to families on what they can do to support their child's learning, by offering reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- Discuss the parent-compact with parents during the annual parent-teacher conference(s), as the compact relates to the individual child's achievement.
- Provide regular two-way communication between family members and school staff about their child's progress in school, and, to the extent practicable, in a language that family members can understand.
- Offer professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community;

## Parent responsibilities are as follows:

- Support my child's learning by expecting the completion of the daily homework assignments, independently.
- Ensure that my child gets adequate rest and is in school on time, virtually or in person, with a positive outlook.
- Accentuate the positive events at school and help my child resolve issues of concern and conflict.
- Support the discipline policy and reinforce the highest expectations of the school staff.
- Read and listen to my child's reading daily as a way of building a lifelong interest and joy of reading.
- Attend conferences to discuss my child's progress, and attend events which showcase my child's work and learning experiences.
- Provide and maintain accurate information on my child's contact records.
- Volunteer in my child's classroom, to the extent practicable and reasonable.
- Participate, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

**EVALUATION:** To determine the effectiveness of the parent and family engagement policy in improving the academic quality of all schools, at the end of each school year, the Parent and



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Family Engagement Coordinator conducts an annual evaluation of this policy with the involvement of parents and family members. During the end of the year meeting, an analysis is performed of what was effective for the current school year, and what needs to be improved for the ensuing school year, by identifying the following:

- a) barriers to greater participation of parents in school activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- b) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- c) strategies to support successful school and family interactions;

**REVISION:** Based on the findings of the annual evaluation of this policy, the Parent and Family Engagement Coordinator is responsible to design evidence-based strategies for more effective parental involvement, and to make recommendations to the Putnam City Board of Education for parent and family engagement policy revisions, as necessary.