



**Prairie Heights Elementary School
School Parent and Family Engagement Policy ESSA Section 1116**

1. PHES shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The PFE policy is discussed annually with families and staff during a PTO/PAC meeting each fall. This is also when the Family Engagement Survey results are shared and goals are developed as a team to improve areas of weaknesses. The policy is also placed on our school website so all parents and community members can access it at any time. At this time, we don't have any families needing a spanish version but our ESOL coordinator will translate documents whenever we need this.

2. PHES shall 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's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

Each year prior to the start of school, students and families are invited to attend our annual meeting. This is led by the principal of the building with support from the teaching staff. Information is shared both verbally and with written documents. Parents/Guardians are notified of this meeting by the district calendar, a letter mailed to each home over the summer, and social media messages.

3. PHES shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

PHES strives to make connections between the school and families in a variety of ways. This is done through PTO/Site council meetings, conferences, postcards sent home, phone calls, parent nights, family fun nights, Dojo messages, carnivals and home visits. We use a variety of approaches to make as many connections as possible. We also have recently added babysitting to our parent council meetings to help assist families. We also make many of these opportunities virtual or choice based to make families feel as comfortable as possible.

4. PHES shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) School Improvement Plan (SIP), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The family engagement policy and the building action plans are discussed annually with parents and staff during a PTO/PAC meeting each fall. This is also when the Family Engagement Survey results are shared and goals are developed as a team to improve areas of weaknesses. The policy is on our school website so all parents and community members can access it at any time. At these meetings we have parents who have children that participate in Special Education, qualify for free or reduced meals, are foster children, have English as a second language, and/or have diverse family backgrounds.

5. PHES shall provide parents of participating children—
 - (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - (C) 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 such suggestions as soon as practicably possible.

Parents are invited to our annual meeting each fall where information about the PFE program is shared. They are also encouraged to attend PTO/PAC meetings where events and things are planned. Regular monthly newsletters are sent home with information regarding events and activities around the school. Curriculum and assessment information is also shared in newsletters and at academic events like our math night. Social media is also utilized to make announcements and reminders of events and activities. Class Dojo is utilized to share weekly curriculum updates, announcements, and reminders.

6. If the schoolwide program plan (School Improvement Plan, SIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

The school improvement plan (SIP) is our building action plan. This information is presented annually to parents at PAC meetings where comments and feedback are welcomed, noted, and adjustments are made. Action plans are shared with the District Leadership Team (DLT). The action plan is available for parents upon request from the building principal.

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, PHES shall:

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic 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;

- **Social Media (Facebook) to keep both parents and community informed of events happening at school.**
- **Class Dojo keeps parents informed by sharing notes, photos, videos, student work, and assignments.**
- **School Monthly Newsletters**
- **Second Step Parent Letters**
- **Parent/Teacher Conferences**
- **Teacher's send home weekly snapshots/newsletters**
- **Resources sent out to parents on parenting tips, test taking strategies, and social emotional care.**

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

- **Internet hot spots available for students with extended leave**
- **Teachers provided needed resources to help with academic student success**
- **ASQ-3 Screener and ASQ-SE2 results are used for pre-k and kindergarten parents to give them activities to help support student's academic and social emotional needs**

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, 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 parent programs, and build ties between parents and the school;

- **Greenbush Family Connect Modules**

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool 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;

- **Early Childhood Task Force**
- **Care and Share**
- **Community Food Pantry**
- **Child Health Organization**
- **School supplies provided by Area Foundation Fund**
- **Strengthening Families Classes provided by K-State Research and Extension**
- **Shared KPERC link with parents**
- **Parents as Teachers**
- **Coordinate with Building Blocks Community Daycare to share common curriculum**

(v) provide such other reasonable support for parental involvement activities as parents may request.

PHES provides parents with computer access to complete the ASQ screener and then provides them with activities to help with areas of concern academically, physically, socially, and emotionally.

If required: This policy was adopted by USD 417 on 05/9/22

Signed by Authorized

Official: _____

Date: _____