



Heights/Murray Elementary Title I Parent and Family Engagement Policy (2022-2023)

At Heights Murray we believe the most integral part of education is when parents and teachers work together as a team to elevate success.

The Heights/Murray Elementary School Title I Programs values the contributions of parents and families which have developed this policy jointly as a team. Parents will have an opportunity to revise and evaluate this policy each school year. The purpose of this policy is to outline how the Heights/Murray Elementary School will carry out the following requirements.

1. At Heights, parents and family members will be involved in the planning, review and improvement of the school's Parent and Family Engagement Policy by:
 - a. Inviting parents to attend a building specific meeting to review the policy and compacts. At this time they offer ideas, express complaints or concerns in person and through surveys.
 - b. Parents continue to offer insight and suggestions throughout the year by answering surveys and questionnaires at events and meetings.
 - c. Attending events at Heights such as, but not limited to:
 - i. Kindergarten Orientation
 - ii. Open House Night
 - iii. Parent Teacher Conferences
 - iv. Holidays in the Heights
 - v. Math and Reading Workshop (Assessments and Standards Discussed)
 - vi. Moving up and Award Ceremony
 - vii. Middle School Moving up Meeting with Parents
2. At Heights, parents are invited to Open House, an annual meeting, at a convenient time. During this meeting:
 - a. The Title I powerpoint is played. The Title I Coach/Parent Liaison explains the requirements further, and a parents right to be involved.
 - b. Parents are asked to be a member on the steering committee for Title I school plan or parent advisory council.
 - c. Channing Bete educational information is provided on several topics.
 - d. Answer surveys and questionnaires.
3. At Heights, we offer a flexible number of meetings, in the morning and/or the evening.
 - a. Heights Elementary attempts to circumvent barriers by offering flexible virtual meetings for parents to attend.
 - b. The majority of events are held at the school within walking distance for the parents and

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families.

- c. Events are offered at a variety of times to accommodate all schedules of parents and family.
 - d. All materials presented can be found in English and Spanish.
 - e. Materials presented at the event are available upon request if a parent or family member is unable to attend.
4. At Heights, we involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program by:
 - a. Parents are asked to attend meetings and/or events to provide revisions and input about the parent and family engagement program.
 - b. Providing planned parent and family engagement events where parents are asked for feedback at the event and through surveys continuously throughout three year.
 - c. Including parents in the planning of future events for the year.
 5. At Heights, we provide parents of participating children with timely information about the Title I program.
 - a. Parents are provided with Title I information at the beginning of school in the Welcome packet on the first day of school.
 - b. Parents receive a sky alert call from administration alerting them to the packet and explaining where title I information can be found at the school and on the website at their convenience.
 - c. Digital copies of Title I information are presented and updated throughout the year on the Title I Heights Google classroom.
 6. At Heights we provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards by
 - a. Discussing and displaying curriculum materials at open house night.
 - b. Links to curriculum scope sequence, and core standards are available on the district website. Additionally, it can be found in the Curriculum tab in the Title I google classroom.
 - c. Assessment Scores are presented and discussed at reading and Math workshops.
 - d. Additionally, paper copies are sent home to parents who can not attend the events.
 7. At Heights, 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 by,
 - a. Guidance counselors, teachers, administrators, social workers, behavioral support workers, and Title I parents Liaison are available to meet upon request.
 8. At Heights we involve parents and family members in the joint development of the Schoolwide Program Plan by
 - a. The plan is discussed, reviewed, revised and planned for the year at the annual title I parent meeting.
 - b. Encouraging all parents to fill out a revision form handed out in the "Welcome " packet,

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available at all Title I events and available on the Heights Title I google classroom.

- c. Taking suggestions at the annual parent meeting and working together to make the program successful.
9. At Heights, creation of a school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards by
 - a. Convene and annual parents meeting for compact review and revision.
 - b. Translation of compacts and documents in English, Spanish and other languages upon request.
 - c. Meeting with parents and family members to get their suggestions for making any revisions to the school compact at the annual Title I meeting and Open House. The compact revision form will be sent home with students in the "Welcome" packet for those parents who can't attend.
 - d. Holding Parent Teacher conferences two times per school year. Parent's will be encouraged to visit the Title I table to discuss the compact related to their child's academics.
 - e. Sending home materials to parents pertaining to their child's academic success.
 - f. Communicating regularly (in person, phone, or virtually) with parents and family members in a language most comfortable to the parent. (Ex. Class Dojo)
 10. At Heights, we provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children by
 - a. Providing additional handouts and pamphlets (i.e. Channing Bete, educational websites, creative ways to help kids read) to parents and family members on the Title I google classroom, at every Title I event, and in the office on the Title I bulletin board
 - b. Parent Liaison and Heights staff will be available to meet virtually or speak to parents over the phone to answer any questions.
 11. At Heights we 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 parent involvement.
 - a. Attending the Title I Math & Reading Workshop. Parents and family members will be given resources and materials to help their child get prepared for state testing.
 - b. The district provides a video on how to be a good digital citizen.
 12. At Heights, we educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.
 - a. Sending home a paper copy of all federal documents in Spanish and English in the

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- “Welcome” packet on the first day of school
- b. Posting all federal documents, event fliers, and parent resources in Spanish and English on the Title I google classroom.
 - c. The WBASD website also link a variety of Title I resources for parents and family members to view.
 - d. participating twice a year in SPAC training.
 - e. Earning Act 48 credits throughout the school year at inservices and personal time.
13. The policy states how the school will, 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, that encourage and support parents and family members in more fully participating in the education of their children.
- a. Collaborating with Children’s Service Center within the school system to meet special needs.
 - b. Partnership with Head Start to provide on-site Kindergarten registration within the Wilkes-Barre Area School District.
 - c. Coordinating with Head Start in parent involvement training, early intervention, and literacy support.
 - d. Referring families to various community agencies for assistance with special needs.
 - e. Partnering with the Luzerne Intermediate Unit (LIU) to include them in school wide activities and special events.
 - f. Joining forces with UGI to bring the Reading is Fundamental (RIF) program to supply first graders with three new grade appropriate books a year.
 - g. Holding the Commission on Economic Opportunity (CEO) monthly food pantry for Heights families.
 - h. Accommodating “Dinner for Kids” hot meal distribution with local restaurant Ollies.
 - i. Establishing a partnership with the United Way of Wyoming Valley for the nurse’s pantry, loads of love, book buddies, turn the page and ice cream party rewards. The organization also pays for the salary of a full time bilingual social worker.
 - j. Distributing lunches and dinners throughout the distance learning period and summer in partnership with 570 on the go and Restored Church.
 - k. Organizing the Foster Grandparent program run through Luzerne County Area Agency on Aging to bring community members into our school to work with our students.
 - l. Engaging students in educational opportunities in the Power Scholars summer learning program through the Greater Wyoming Valley Wilkes-Barre YMCA.
 - m. Partnership with Building Blocks to provide a free four year old program to Wilkes-Barre Area 4 year old students.
 - n. A partnership with wilkes university to bring the PDS and SHINE to provide tutoring afterschool to students.

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14. At Heights, we ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand by ensuring all materials are translated into appropriate languages. All materials are presented in paper copies and digital links are available to all materials. Sky alerts to parents in english and spanish are made to alert parents to these materials when appropriate.

15. At Heights, to the extent practicable, we provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children)
 - a. Holding all building events at Heights elementary, which is in walking distance to most students' homes.
 - b. Translating all materials into Spanish and English. School social workers will be at events to translate for parents.
 - c. Sending material home with the student, if requested, from any Title I event if the family can not attend.