ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

7104 Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

The Entheos Academy agrees to implement the following requirements as outlined by ESSA Section 1116:

- Entheos Academy will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. (Section 1116(a)(1))

- Entheos Academy will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA

- Entheos Academy will work with its Title I schools to ensure that the school-level parent and family engagement policy must include, as a component, a school-parent compact consistent with section 1116(d).

- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, Entheos Academy and its Title I schools will provide full opportunities for the informed participation of parents (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background), including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand. (Section 1116(a)(2)(D)(i) and 1116(f))

- If the Entheos Academy plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, Entheos Academy will submit any parent comments with the plan when Entheos Academy submits the plan to the Office of the State Superintendent of Education. (Section 1116(b)(4))

- Entheos Academy will involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Section 1116(a)(3)) Funds reserved for Parent and Family Engagement activities must be used for at least one of the following activities:

    i. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding Parent and Family Engagement strategies, which may be provided

jointly to teachers, principals, other school leaders, specialized instructional support personnel, para-professionals, early childhood educators, and parents and family members.

ii. Supporting programs that reach parents and family members at home, in the community and at school.

iii. Disseminating information on best practices focused on Parent and Family Engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

iv. Collaborating, or providing subgrants to schools to enable schools to collaborate with community-based organizations or employers with a record of success in improving and increasing Parent and Family Engagement.

v. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's Parent and Family Engagement policy.

- The LEA will be governed by the following statutory definition of parent involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition (Section 8101(39):

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; and

(D) The carrying out of other activities, such as those described in section 1116 of ESSA.

Additional Required Responsibilities of Title I Schools under Sec. 1116(c)

The Entheos Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any Title I schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to

any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment RISE in at least math, language arts and reading.

PART II. *ENTHEOS ACADEMY PARENT AND FAMILY ENGAGEMENT POLICY*

Entheos Academy will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA, as applicable.

a. Parent Surveys of satisfaction of school academics, culture, and growth of their student from the prior year
b. Parent focus groups for verbal communication on what the school needs to focus on to help student achievement
c. Parent focus groups looking at anonymous student data and where the academic focus needs to be placed for the following year's Work Plan Goals.

1. The Entheos Academy will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education

a. Parent Crew Organization will work with school administration and 4H of Utah to make night educational events for parents to learn about formats and tools used at the school such as Compass, DIBELS, iReady, RISE, and MasteryConnect.
b. Parent Crew Organization will work with school administration and 4H of Utah to create community adult educational events such as parenting classes, resume building classes, ESL classes, Mobile Health and Dental units, and other health and community aide resources.
c. Community Advocate through the USU extension and 4H of Utah grant will bring resources to parents to the school via the use of the school as a community center.
d. Programs such as Books & Breakfast before school, Target Tutoring After school, 4H after school, and Summer STEM Camps, are additional ways the school will help educate and outreach to the community.
e. Translation services are available at each event.
f. Flyers, information, emails, texts, Facebook posts, and all notifications from the school are delivered in English and Spanish.

2. The Entheos Academy will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs:
Entheos Academy will work closely with 4H of Utah and all of the community partners that are available and needed for the needs of our students and their families.

3. The Entheos Academy will conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
i. Barriers to greater participation by parents in activities authorized by this section (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);
ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
iii. Strategies to support successful school and family interactions

a. Parent Surveys of satisfaction of school academics, culture, and growth of their student from the prior year
b. Parent focus groups for verbal communication on what the school needs to focus on to help student achievement
c. Parent focus groups looking at anonymous student data and where the academic focus needs to be placed for the following year's Work Plan Goals.

4. The Entheos Academy will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies.

a. Results of parent and teacher surveys will be reviewed by Administration and the Entheos Governing board.
b. Results of the parent and teacher focus groups will be reviewed by Administration and the Entheos Governing board.
c. Results of the parent and teacher focus groups will be reviewed by Administration and the Entheos Governing board.
d. The Entheos Administration and Governing Board will then take steps to revise and adjust the Family Engagement Policies in response to the feedback from the surveys and focus groups, as necessary.

5. The Entheos Academy will involve parents in the activities of the schools served under Title I, which may include establishing a parent committee. The committee should comprise a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

6. The Entheos Academy will build the schools' and parent's capacity for strong parental and family engagement to:

- Ensure effective involvement of parents and strong partnership among the schools involved, parents, and communities and
- Improve students' academic achievement.

A. The Entheos Academy will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- Utah academic standards;
- The Utah State and LEA academic assessments, including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

Entheos Academy will continue to send teachers, administration, and Board members to off-campus professional development training institutes, to Utah State Board of Education trainings on Title I, ESSA, English Language Learners, and Special Education Trainings as appropriate for each person's role and need for training.

C. The Entheos Academy will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders in the value and utility of contributions of parents, and 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 schools by undertaking following activities:

Entheos Academy will seek to educate parents and teachers of the importance of working together to support children's education by having Student Led Conferences and Parent Teacher Conferences three times a year, family education nights at least three times a year, weekly emails with informative educational material form teacher to families, school newsletters, fun facts and articles on social media, and updated and accurate school website.

D. The LEA and each of its Title I schools will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and inform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
All information will be sent in a multitude of formats including paper, text, electronic, social media, and will be in multiple languages. The information will also be presented more than one time when it is of

importance and high need of student's learning.

E. The LEA and each of its Title I schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the following Federal, District, and LEA 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:

4H of Utah and USU Extension program for afterschool STEM enrichment and Target Tutoring.

F. The LEA and each of its Title I schools shall provide such other reasonable support for its parental involvement activities as the parents may request.

Entheos **A**cademy **P**arent-**S**chool **C**ompact

AS A PARENT, I WILL:

Take the initiative to:

- **V**olunteer time to benefit the my student and the school
- **U**nderstand what my student is learning, through active communication with my student and his or her teacher(s).
- **F**ollow up at home with teaching and modeling school values and Habits of a Scholar. ❖ **P**rovide an environment at home that encourages successful continuation of learning and completion of homework.
- **A**ttend Student Led Conferences, Celebrations of Learning, and other Entheos events. ❖ **B**ecome an active partner with teachers and school in helping my student achieve to their highest potential.
- **S**how proper respect to others, property and self by appropriate communication, dress and actions whenever visiting, volunteering or attending any school activities.
- **H**elp my student attend school, on time, regularly to ensure consistency of learning.

AS A SCHOOL, WE WILL:

- **E**ngage students through quality lessons and active learning activities.
- **P**rovide an environment that is both emotionally and physically safe.
- **B**e receptive to parent questions and suggestions.
- **S**how professional level respect to others, property, and self by appropriate communication, dress, and actions.
- **B**e an active partner with parents/ guardians in helping students achieve their highest academic potential and become good citizens to their communities.
- **C**ommunicate in a timely manner with parents/guardians about all aspects of student learning including praise, struggles, and upcoming work and after school events.
- **P**rovide a variety of ways for families to volunteer both in and out of the classroom.
- **P**rovide opportunities for students to have access to functional computers/equipment on a regular basis.

- **C**ontinuously provide high quality, relevant Professional Development, coaching, and evaluations for teacher and staff to ensure students are receiving innovative instruction.