



Creekside Elementary Title I Parent & Family Engagement Policy 2020-2021



 Parent Involvement Policy

Creekside Elementary School is committed to the education of the children in our community. We feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. At Creekside Elementary School we believe all students should be educated in a way that prepares them for college if they so choose. This expression is not only intended to be utilized within our school, but is something we hope resonates in our community. It is our vision that students have thriving and productive lives in a future they create. It is our pledge to maintain a good line of communication from school to homes and our goal to provide ample opportunities for parental involvement throughout each school year.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law.

A. POLICY INVOLVEMENT

1. 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;

Our school holds an official Title I Parent Meeting each fall to review with parents Title I School requirements and the school's Parent Involvement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitates a review of the school's improvement plan.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Parents are invited to participate in a variety of meetings and activities over the course of the school year. Parent Orientations are held in August and Open House is held in March to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectation and their student's academic progress. In order to meet the needs of our diverse group of parents, training is offered on various topics in fall and spring. Formal training and workshops scheduled

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throughout the year are guided by a parent input and survey data and vary in date and time. Childcare is offered on site for most of these events. In cases in which transportation is a barrier for a parent to become involved in our school, the Counselor and Parent Involvement Coordinator work to link the parent to needed resources and events.

Due to the hectic and varying schedules of our school family, efforts will be made to provide training opportunities to parents at a variety of times and even on weekends where available.

Parents will be invited to participate in a parent-teacher conference at least twice a year (fall & spring) beyond Orientation and Open House, to discuss their child's progress. Teachers may receive parents in the morning, during the school day and/or afterschool to accommodate as many reciprocating parents as possible.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;

Our school annually invites parents to participate in review and revision meetings to examine and discuss our Campus Improvement Plan and Parent Involvement Policy. Additionally, our PTA also creates a forum for parental input and involvement. Our PTA affiliation connects our school to parental involvement resources at the state and national level.

4. Provide parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and 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 suggestions as soon as practically possible.

Our school communicates with parents regarding the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our Cubs Communication Card, Online Student Handbook, Classroom Newsletters, Tuesday Newday Email, School Website, Skylert (phone call system), Parent/Teacher Conferences, IEP Meetings, PTA meetings, Building Leadership Team Meetings, individual emails/notes/calls home, Surveys (paper and online), Creekside Parent University, Open House, Meet the Teacher Night, Parent Orientations School Night, Three-Week Progress Reports, Nine Week Report Cards, benchmark results, School Marquee, Facebook, Twitter, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC

Required by Title I, Part A, Sec 1118(a.2)(d)

ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a School/Parent Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is distributed and reviewed at the beginning of each school year. The teachers use the compact in parent conferences to remind each participant of their responsibilities. Where developmentally appropriate parents can use the compact to motivate students to become more responsible in their educational process and to remind parents that they are equal partners in their child's learning.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

1. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement 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; Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.
2. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.
3. Shall educate teachers, pupil services personnel, principals 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; Faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. The Parent Involvement Coordinator, along with the school faculty and staff, will take the lead in providing a multitude of opportunities for parents to become involved in our school over the course of the year in order to take full advantage of the benefits that come with active parent involvement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate for the transition of Pre-K students to kindergarten from Lillie Jackson Early Childhood Center. Our parent involvement coordinator is a point of contact of information and support from items on the calendar to accessing relevant online materials from home. A parent resource center houses resources and references for parents of preschool students. Fieldtrips and on campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible.

5. Shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to extent practicable, in a language parents can understand.

Due to the volume of paper that is sent home each year from school to home, written information is edited to be as compact and concise as possible as well as sent via Skylert wherever possible. Creekside Elementary has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. A system translator assists our school with oral communication when necessary for languages other than English.

D. In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resource in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc.



Nu le Pa I Telnak Pawlisi

Creekside Elementary Sianginn nih kan I timhmi cu kan pawngkam a ummi hngakchia pawl caa cawnpiak asi. Nu le Pa an I tel nak nih sianghngakchia an awngminnak ah a bawmh hna ti kan ruah ruang ah, nu le pa I tel hi biapi tuk ah kan chiah. Sianginn lei ah nu le pa an I tel ah cun sianghngakchia nih sianginn kai hi biabi deuh ah an chiah ti zumhnak kan ngei. Creekside Elementary Sianginn nih kan zumhmi cu sianghngakchia dih lak, college kai aa tim mi caah, a tu tein timhtuah, chimh cawnpiak hna ding an si tiah kan zumh. Kan chim mi hi kan sianginn lawng ah hman lo in, kan pawngkam a um mi hna ca zongah asi. Kan biakamnak cu inn le sianginn lei in I chawnhbiaknak a ttha mi te a um khawh peng nak le kan I timhmi, kum khat hnu kum khat, nu le pa an I tel khawhnak caan ser an si.

Title I regulations ti mi nih tuah herh a ti mi cu sianginn cio, Title I tang an um ahcun, Title I nih zulh a herh ti mi phunglam caa in ttial mi nu le pa I tel nak pawlisi, nu le pa nih an hna tlak pi mi ser asi.

A. PAWLISI I TELNAK

1. Kumkhat fate caan a rem caan ah aa tel mi sianghngakchia nu le pa sawm in meeting tuah ding. Mah meeting ah cun nu le pa sianginn lei an I tel khawhnak le nawl an ngeihnak te pawl chimh an si lai.

Kan sianginn nih sikpar caan poah ah Title I phung zohthannak le Sianginn ah nu le pa an I telnak Pawlisi ceih tthan ding ah Title I Nu le pa Meeting cu kan tuah . Cupinloah, principal nih nu le pa cu sianginn caaminpuai tuah nak hngalhnak, kum chiar te kan tthanchonak, le sianginn a tthat deuh khawhnak ah kan i timhtuahnak kong te pawl zong a chim chih lai.

2. Meeting cu tampi, zinglei si lo zaanlei hei ti te pawl pek ding. Cupin lo ah mah tangah umnak in tangka hmuh mi in kalnak, hngakchia zoh khien piak nak asi lo inn ah va len hei ti te pawl le nu le pa I tel nak he aa pehtlai mi dang pawl zong pek khawh asi.

Nu le Pa cu sianginn kai chung ah tuah mi meeting phun phun ah le a dang dang tuah mi ah sawm an si. Nu le Pa Orientations (theihhngalhnak pek caan cu) August thla ah tuah asi le Open House (Siangchung rak zoh ni) cu March thla ah tuah asi. Mah ni caan ah hin nu le pa an fa le classroom zoh caan asi I catang cio nih an I timhtuahmi hei ti te pawl le an fa le caa lei ah an tthanchonak kong fiang deuh in theih ni asi. Nu le Pa kaa dang cio in a ra mi an duhnak kan tlinte khawh deuh nak ah, cawnpiaknak zong topic tampi chuah in sikpar le tthal caan ah tuah asi. Mah cawnpiaknak le rianttuannak cu nu le pa nih ruahnak a kan cheuh mi, survey tuahnak a phi zoh in hruai asi le a ni le caan

cu aa thleng kho men. Hngakchia zohkhen piaknak cu a hmun le caan ah aum. Nu le Pa rat nak le kir nak a ngei lo mi caah, Counselor le Nu le Pa I telnak hruaitu pawl ttuan tti in an herhnak lei an bawmhkhawh hna nak ding tuak asi.

Nu le Pa an I manh lo caan a um bantuakin, zarteni le zarhpi ni ah cawnpiaknak asi khawh chung in ser asi lai.

Nu le pa cu kumkhat ah voihnih(sikpar le tthal caan) poah cu orientation le open house pin ah an fa le an tthanchonak kong theihnak ding ah nu le pa le saya/sayamah pawl I tonnak ah sawm an si lai. Saya/sayamah nih nu le pa cu zingka ah, sianginn kai caan ah asi lo sianginn dih hnu ah ton khawh an si lai.

3. Nu le Pa cu hmai lei caah timhtuahnak ah, sianginn program a ummi a tthat deuh khawhnak ah siseh nu le pa an I tel deuh khawhnak te pawl kan I timh tuahnak ah I tel ter ding;

Kan sianginn nih kum chiar te nu le pa timhtuahnak zohthhannak ah le remhtthannak meeting ah kan in sawm peng hna. Mah caan ah cun sianginn a tthanchon deuh khawhnak ding le nu le pa an I tel khawh nak te pawl ceih asi. Cupin lo ah, kan sianginn ah rian a ngei tu PTA timi hna nih nu le ruahnak a kan cheuh khawhnak ding le an i tel khawhnak ding lam an ser. PTA pawl nih kan sianginn cu state le vawlei pumpi tel nak lei zongah pehchanh asi.

4. Sianghngakchia nu le pa aa tel mi poah a caan hman tein mah tang ah a um mi program lei he pehtlai in theih a herh mi poah chimh ding; sianginn cawnnak ah tuah mi kong chimh I fianter, zein tin dah sianghngakchia sianginn cawnnak lei ah an tthanchonak zein tin dah kan tah, catang dang cio nih zein bantuak dah an tlinh ding asi hei ti te pawl; le nu le pa nih hal ahcun, nu le pa an fa le sianginn an kai nak ah ruahnak I cheu le nawl an ngeihnak te pawl ceihnak ding meeting tuah hei ti te pawl.

Kan sianginn nih state nih cawnawk timi le mah hi cu tlinh ding asi timi, sianginn pumpak cio nih mah bantuak te hin caa nan cawnpiak hna lai, sianghngakchia cawnnak lei ah zein tin dah bia an khiah, classroom cio in sianghngakchia an tthanchonak ah mah hi zulh ding an timi te pawl kong kan chimh hna. Cubs Communication Card "Cub I Chawnhbiaknak Card," Online Sianghngakchia Caauk, Classroom Newsletters ti mi theihternak caa, Ni Hnihni ah email in caa kuat, sianginn website, skylert ti mi phone chawnnak, saya/sayamah le nu le pa i tonnak, IEP meeting, PTA meeting, Hruaitu i pehtlainnak meeting, pumpak cio email/caa/ si lo phone in chawnh, caa in si lo online in ruahnak halnak, Creekside Nu le Pa University, Sianginn rak zoh, Saya/sayamah te ton zaan, Sianginn kai ni ah Nu le Pa Theihhngalhpek zaan, Zarh thum ah voikhat cu fa le an tthonaknak caa (report) pek, Zarhkua ah voikhat hmak theihternak caa, sianghngakchia an tthanchonak theih duh ruang ah caaminpuai phih ter, sianginn hmai ah tarmi caa, facebook, twitter le I chawnhbiaknak a phunphun kan hman.

B. SIANGHNGAKCHIA TTHANCHONAK CAAH RIAN I HRAWM

Nu le Pa I telnak Pawlisi ah aa tel bantuakin, sianginn pumpak cio nih nu le pa he ser a si ding mi cu, sianghngakchia mah tangah aum mi poah caa lei ah an

tthancho khawhnak ding ah, sianginn chung a ttuan mi saya/sayamah te, nu le pa le siangngakchia dihlak nih ze i tin dah rian kan i hrawm khawh hna lai ti asi.

Siangngakchia chimh cawnpiak cu saya/sayamah te rian lawng asi lo, nu le pa le siangngakchia pumpak rian zong asi. Mah cu ruangah cun, Sianginn le Nu le Pa i bawmhnak cu ser asi I sianginn nih hman asi. Mah caa I zaapi siangngakchia an tthanconak ding ah kan mah le kan rian te kan tuah lai ti hnatlakpi nak asi. Mah hi caa hi sianginn kum hramthawk ah zohthhan asi I phawt asi. Saya/sayamah te nih nu le pa he an i ton poah ah mah rian I bawmhnak cu hman in, pumpak cio rian chimh tthan asi. Mah hi nu le pa nih an fa le ttuanvo an ngeih khawhnak ding, thazaang pek nak ah an hman khawh le nu le pa zong kan fa le an tthanconak ah kan biapi tuk ve ti theiher tthannak asi fawn.

C. I TEL KHAWHNAK CAAH A TAM CHUNG TAM RUAHNAK CHUAH DING
Nu le Pa an I tel khawhnak bak ah le a pawngkam um mi, nu le pa, le sianginn pumpak cio aa tel mi an I pehtlainak bawmhnak ding ah sianginn pumpak cio nih le pawngkam a ummi sianginn agency mah tangka bawmhnak a hmu mi poah nih

1. Siangngakchia sianginn nih zohkhen mi hna nu le pa cu state nih cawnnak lei ah timh piak mi, tuah ding a herhmi, le fa le an tthanconak zohnak le saya/sayamah te ze i tin dah kan fa le an tthancho khawh leng mang lai ti te pawl an I fian khawh deuhnak ah bawmhnak pek hna ding. Kan sianginn nih mah kong he pehtlai in Pawlisi I telnak ah le siangngakchia cawnnak lei an tthanconak ah ttuanvo I hrawm nak kong cu pek asi lai.
2. Nu le Pa an fa le an tthancho khawh nak ah an bawmh khawh hna nak ah a herh mi thil le cawnpiaknak lei in bawmh ding. Mah ah aa tel mi cu, caa relnak, ipad te pawl hman sia chimh, le nu le pa an I tel khawhnak a dang a herh mi tuah asi. Kan sianginn nih mah kong he pehtlai in Pawlisi I telnak ah le siangngakchia cawnnak lei an tthanconak ah ttuanvo I hrawm nak kong cu pek asi lai.
3. Saya/sayamah, principals, le a dang sianginn chungah a ttuan mi, nu le pa bawmh in, nu le pa chawnh zia le ttuan tti ding kong nu le pa caah program ser ding te pawl, le nu le pa le sianginn an I pehtlainak a feh khawh deuh nak cawnpiak ding. Nu le pa ruahnak cu meeting, ruahnak hal nak, le pakhat le pakhat I tonnak ah hal peng asi lai. Nu le Pa I telnak ah hruaitu, le sianginn ah a ttuan mi nih nu le pa sianginn lei kumkhat chung an I tel khawhnak le I telnak ah tthatnak tampi an hmuh/ theih khawhnak lam tampi sernak ah ttuanvo an lak lai.
4. Caan a zaat caan ah, Lillie Jackson Early Childhood Center ah mucu a kai mi cu tangcheu a kai ding in thial hna ding. Kan mah nu le pa I telnak hruaitu pawl cu calendar a um mi lei si seh online in a um mi thil he pethlai in hal ding lei ah chawnhnak an si. Fa le mucu in tangcheu aa thial ding nu le pa biahal a ngeimi hrim

caah asi. Fieldtrip le sianginn ah thil tuah ding te pawl cu kumkhat chungah tampi a um ko le nu le pa asi khawh chung an i tel khawhnak ding thazaang pek an si.

5. Sianginn he pehtlai in theih a herh mi le nu le pa caah program, meeting, le a dang tuah ding kong te pawl cu ti khawh chung an mah holh tein nu le pa theihter/ kuat hna ding.

Sianginn nih inn ah caa te pawl kumkhat chung ah kuat mi a tam pah caah, ttial mi pawl cu a tawinak in ttial an si I Skylert ti mi phone chawhnak zong in kuat asi. Creekside Elementary nih caa te pawl rel khawhnak ding ah mirang holh le spanish holh in kuat peng ding in kan I timh. Online holh lehnak nih kan sianginn cu caa ttial holh leh si lo in bia chim holh le mirang holh dah ti lo cun a kan bawmh, a herh caan ah.

D. Mah kong he pehtlai in nu le pa I telnak ah a harhmi cu district le sianginn nih caan rem ningin nu le pa fa le mirang holh aa harh deuh mi si seh, nu le pa fa le chambau mi caah si seh, a dang ram in a ra mi pawl cu theih a herh mi le sianginn caa kuat mi poah cu asi khawh chung, nu le pa nih an hngalh mi holh in chimh le kuat khawh I zuam asi lai.

Sianghngakchia nu le pa dihlak, mirang holh aa harh deuh mi si hna seh, a chambau mi si hna seh, cawnnak lei ah biapi tuk mi ah ruah an si. Nu le Pa dihlak an fa le cawnnak, sianginn kai nak ah I tel ding in sawm an si. Mah cu ruangah cun, a chambau mi fa le sianginn lei si seh cawnnak lei ah an I fian khawhnak ding ah bawmh an si lai. Mah bantuk bawmhnak cu sianginn caa nu le pa holh an thiam mi caa in kuat, meeting te pawl ah holh let tu ngeih, saya/sayamah le nu le pa I tonnakh ah holh let ngeih, le nu le caah theih herh mi caa cu mirang le spanish holh in ngeih ding, sianginn ah a ttuan mi pawl sianghngakchia an ram le mipun hngalh deuhnakh ah cawnpiak, le nu le pa le sianghngakchia a chambau mi caah a fawi deuh in thil an tuah/ theih khawhnak in asi tawn.

