



# Good Foundations Academy

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## Parent and Family Engagement Policy

### PURPOSE AND PHILOSOPHY

Good Foundations Academy (GFA) believes that the relationships between parents, staff, and student are crucial to student success. Staff can't lead without parent-student trust and support, parents can't see their students succeed if staff is not working with the parents to put together researched based plans for success, and students will only feel successful if positive cooperation takes place between school and home. GFA adopts this policy to state clear expectations on how the school can provide opportunities for parents to be involved in decisions about the education their children acquire at school. In accordance with Title 1 funding expectations GFA hopes to help all students reach academic and character excellence through building these partnerships with parents.

### POLICY

#### 1. ANNUAL AWARENESS

- Parents at GFA will receive an annual review of how the school is progressing on RISE, DIBELS, HMH and other statewide assessments and report cards. At this meeting the school will solicit parent feedback as well as input on what we can do to better use the Title 1 funding and move GFA forward.
- Parents will also be able to access all of this information at <https://datagateway.schools.utah.gov/>.
- A plan will be put in place to drive our schools character and academic excellence forward.

#### 2. PROCESS OF PARENT INVOLVEMENT

- Parents will be encouraged to attend the annual Title 1 meetings as well as be an active part of the school daily. Parents are encouraged to sign up and serve 30 or more hours at the school each year.
- Both the GFA School Board of Directors and the School Community Council help drive forward the Title 1 planning. These committees consist of Parents, Board Members, Faculty Members and the Executive Director.
- These committees will look at data and provide a plan to use the Title 1 funds to best serve GFA students who are below benchmark academically. They will set goals, build improvement plans, and continually revise school policy and procedures to best fit the needs of students benefiting from the Title 1 program.

### **3. STAFF-PARENT CONNECTIONS**

- GFA will make every effort to make sure that staff receive the appropriate training and technical assistance in order to create a school environment consistent to a culture of strong parent involvement.
- The school will provide training in the Tier 2 Math and Reading programs through on-site support, professional development, and constant communication.
- GFA will make sure to be continually review best programs and resources in connection with state expectations.

### **4. STAFF-PARENT CONNECTIONS**

- GFA will provide parent trainings quarterly through our Parent University platform. These trainings will include, but not be limited to, school progress report information, math and reading curriculum training, character training, parenting support, SPED support, etc.
- Staff will conduct parent teacher conferences to give specific data on student performance and direct families toward what support systems will be in place for their child(ren).

### **5. CONFLICT AND COMPLIANCE CONCERNS**

- Any parent experiencing conflict in their ability to provide input in these programs as well as other issues is advised to follow the communication policy that can be found at [https://gfautah.org/dynamic/content/1070/37/communication\\_policy\\_11-2017.pdf](https://gfautah.org/dynamic/content/1070/37/communication_policy_11-2017.pdf)
- A complaint may be filed if the Title 1 program is out of compliance by writing a written complaint to the Executive Director. Written complaints will be addressed within 30 days of filing and findings will be documented in writing.

*(Approved 11/19/2018)*