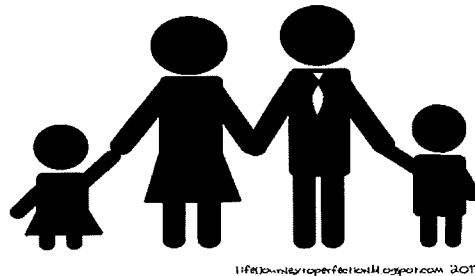


Reynolds Elementary Parent & Family Engagement Policy 2017-2018



Reynolds Elementary School jointly developed this parental & family engagement policy in consultation with school personnel, and parents. This policy shall be made available to the local community by being posted on the school website. This parent & family engagement policy plan will be updated annually to meet the changing needs of parents and the school.

Part 1. GENERAL EXPECTATIONS

Reynolds Elementary agrees to implement the following statutory requirements:

- Consistent with section 1118, Reynolds will work to ensure that the required school level parental & family engagement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with the section 1118(d) of the ESEA.
- Reynolds will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and update periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practical, Reynolds will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practical, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (HISD).
- Reynolds will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of the Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- Reynolds will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among Reynolds, parents, and the community to improve student academic achievement.
- Reynolds will provide other reasonable support for parental involvement activities under selection 1118 of the ESEA as the parents may request.
- Reynolds will be governed by following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II: DESCRIPTION OF HOW REYNOLDS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL & FAMILY ENGAGEMENT POLICY COMPONENTS

1. Reynolds will take the following actions to involve parents in the joint development of its school parental & family engagement plan under section 1118 of the ESEA:

Our school holds an official State of the School Address by the end of September each school year to review with parents Title I School requirements and the school's Parent & Family Engagement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitate a review of the school's improvement plan.

2. Reynolds will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents are invited to participate in a variety of meetings and activities over the course of the school year. An Open House is held in August and again in January 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. The contents of our school's parent resource center is advertised frequently throughout the school year to highlight the various books pamphlets, and DVDs available for home use or on campus resource. The center also includes a computer for parents to access the I-Parent program and monitor their child's progress. In order to meet the needs of our diverse group of parents, training on a multitude of topics are obtainable year round between the hours 7:00 am and 7:00 pm. Formal trainings and workshops scheduled throughout the year are guided by a parent input and survey data and vary in date and time.

Due to the hectic and varying schedules of our school family, effort will be made to provide training opportunities to parents via links on our school website making information accessible twenty four hours a day.

Parents will be invited to participate in a parent-teacher conference at least twice a year 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. Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent & Family Engagement Policy. The school's parent council consistently reviews school policy in an organized, ongoing and timely way. An organized PTA has been established in our school to create a forum for parental input and involvement. Our PTA affiliation connects our school to parental involvement resources at the state and national level.

3. Reynolds will 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 requirement and the right of parents to be involved in Title I, Part A programs. Reynolds will convene the meeting at a time convenient for 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. Reynolds will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend by:

At the beginning of each school year, we invite the parents of all children who participate in the Title I program to an annual meeting to discuss the requirements of Title I school. Assessment scores and goals for the school year are discussed. At the meetings we discuss Title I law, its requirements, and the rights and benefits to parents of children involved. We explain how parents can be involved in the planning, review, and improvement of Title I programs, including contributing to this parental & engagement policy.

4. Reynolds will provide 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 by:

Our school communicates with parents often 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 rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our System Handbook, school Handbook, Classroom Newsletters, School Newsletters, School Website Classroom Websites, Communication Folders, Parent Line (phone call system), Parent/Teacher Conferences, SST Meeting, IEP Meetings, PTA meetings, School Council Meetings, individual notes/calls home, Family Fun Nights, Surveys (paper and phone), Parent Resource Room, parent workshops, Open House, Back to School Night, Mid-Term Progress Reports, Report Cards, benchmark results, Fluency scores, AIMSWEB reports, CRCT data, school sign, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

5. Reynolds will at 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. Reynolds will respond to any such suggestions as soon as practicably possible by:

Regular meetings are offered to parents to make suggestion, share experiences and participate in decisions relating to the education of their child. Also, parents are given the email address of the campus administrators to voice their concerns. Responses to parent comments are provided in a timely manner.

6. Reynolds will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

Each year a school that receives Title I, Part A funds must provide parents with an individual student report informing them on their child's level of achievement on the State's assessments in at least reading/language arts, and math.

7. Reynolds will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teach who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- Send letter home to inform parents
- Parent connect

8. Reynolds will provide assistance to parents of children served by the school as appropriate in understanding topics by undertaking the actions described in this paragraph –

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

Materials and training are provided to help parents help their children, such as Family Literacy, Family Math, Family Reading, Computer Literacy, ESL for parents. Other activities include parents learning about parenting skills, recruiting volunteers, drop-out prevention and outreach for parents and students.

9. Reynolds will provide material and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- Training for parents on student learning goals, how to monitor progress, and how to help children.
- Training for personnel on how to work with parents.
- Coordination of parent involvement activities with preschool and other programs.
- Appropriate roles for community-based organizations and businesses.

- Information in language used at home.
- Other reasonable support for parent involvement activities.
- The school-parent compact must be jointly developed with parents of all participating children as a component of school policy. The school-parent compact must:
 - Outline shared responsibility for student achievement.
 - Describe school responsibility for instruction and parent responsibility for support.
 - Provide for ongoing communication between teacher and parent.

10. Reynolds will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Monthly PTO Meetings
- Parent Volunteers
- Curriculum Parent Meetings

11. Reynolds will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Provide access to computers and internet
- Provide technology trainings
- Provide Parent University Trainings where parents learn skills to assist students with homework.

12. Reynolds will take the following actions to ensure that information is related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

To facilitate excellent communication between parent and school personnel, Reynolds will utilize the following strategies: monthly newsletters, written notifications, phone calls, emails, social media engines and podcasts.

PART III. DISCRETIONARY SCHOOL PARENT & FAMILY ENGAGEMENT POLICY COMPONENTS

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses including faith-based organizations, in parental involvement activities.

PART IV. ADOPTION

This School Parental & Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

This policy was adopted by the HISD on October 4, 2017 and will be in effect for the period of 2017/2018. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 20, 2017.



Title I Coordinator

10-17-2017

Date