

Sylvan Rodriguez Elementary School
Houston, Texas 77081
Phone - (713-295-3870)
Lulu De Anda, Principal

Title I Parent and Family Engagement Policy

Sylvan Rodriguez Elementary School believes that parental involvement is a vital step in reaching the instructional objectives of our students. A home/school cooperative system will help each student arrive at his academic potential as well as develop responsibility and self-discipline. This combined effort of home and school assists the student in extending learning beyond the classroom and in improving classroom achievement.

A. POLICY INVOLVEMENT

Our school holds an Open House within the first two weeks of September each school year during which we review with parents Title I School requirements and the school's Parent Involvement Policy. Additionally, the principal updates parents on school test data, adequate yearly progress status, and facilitates a review of the school's improvement plan. At Open House parents are provided the opportunity to formally visit their child's classroom to become better informed about grade level expectations and their student's academic progress.

Parents are invited to participate in Parents Test Prep Night, during which they are given an overview of the test their children will take. This is done to expose parents to the type of testing their child encounters.

Due to the varying schedules of our school family, efforts 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 after school to accommodate as many parents as possible. Parents are encouraged to request conferences with their child's teacher to increase student achievement.

Our school annually invites parents to participate in review and revision meetings and are encouraged to examine and discuss our School Improvement Plan and Parent Involvement Policy. The school's PTO members are encouraged to continually review school policy in an organized, ongoing, and timely way. An organized PTO has been established in our school to create a forum for parental input and involvement. Our PTO affiliation connects our school to parental involvement resources at the state and national level.

Sylvan Rodriguez Elementary School communicates regularly 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 rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques including but not limited to School Calendars, Monthly Newsletters, School Community Projects, Title I Parent Awareness Workshops, Contest, School Open House, Title I School Policy, Title I Compact, Parents Volunteers, PTO Meetings, School Website, Communication Folders, Parent Link (phone call system), Twitter, Facebook, Progress Reports, Report Cards, and Parent/Teacher Conferences, to encourage 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 ACHIEVEMENT

Student education is not only the responsibility of the teacher, but also of the parent and child. For this reason, a Parent-Teacher-Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to duties and responsibilities which ensure student success. It is reviewed and signed by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know 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 between the school, parents, and the community with the goal of improving student academic achievement, Sylvan Rodriguez Elementary will do the following:

1. Shall provide assistance to the parents in understanding such topics as the state's academic content standards and the state student academic achievement standards, state and local academic assessments. 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 assist parents working with their children to improve their children's achievement, such as literacy training.
3. Shall educate teachers, pupil services personnel, and other staff, with the assistance of parents, 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. Information derived will be utilized by the school's Administrative Team to strengthen the tie between school and home for the purpose of increasing student achievement. Over the course of the year the Title I Coordinator and the PTO board members will take the lead in providing a multitude of opportunities for parents to become involved in our school.

4. 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. Sylvan Rodriguez 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.

D. PARENTAL INVOLVEMENT REQUIREMENTS

Sylvan Rodriguez strives to have every parent involved. 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. We will not discriminate nor show barriers. All information relating to student achievement, school performance and school and parent meetings are sent home in the parent's preferred home language. This type of support comes in the form of interpreted school documents in a parent's primary language, as well as having an interpreter on hand to translate important information at school-wide meetings and events. We will work with an interpreter to provide translation in parent/teacher conferences, also make available parent resources in our library that are in English and Spanish. Our faculty and staff will participate in trainings to better understand the culture of the students served.

E. BUILDING CAPACITY FOR ENHANCEMENT

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. Information derived will be utilized by the school's Administrative Team and Better Seeker Team to strengthen the tie between school and home for the purpose of increasing student achievement. The Family Advocate, along with the school's Parent Involvement and Specials

Events Committee, 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 parent involvement programs and activities with community based early learning 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; Our school population includes four Bright from the Start Pre-K classes. A school's Pre-K coordinator works on site to ensure that this early learning program is appropriate for our students. It is also the coordinator's role to take the lead in bridging a strong relationship between home and school. 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 purposefully as compact and concise as possible. Red Bud 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.

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 understand the educational process and the academic progress of his/her child more fully, 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.