



HELMS ELEMENTARY SCHOOL

CAMPUS PARENT & FAMILY ENGAGEMENT POLICY

2018 -2019

Helms Elementary believes that parental engagement is a vital step in reaching the instructional objectives of our students. We feel parent engagement 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.

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

A. POLICY ENGAGEMENT

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 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 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. 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 parent engagement; Parents are invited to participate in a variety of meetings and activities over the course of the 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. 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 or after school to accommodate as many reciprocating parents as possible.

3. Involve parents, in 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 engagement policy; our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Engagement Policy. The school 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 engagement. Our PTA affiliation connects our school to parental engagement resources at the state and national level.





4. Provide parents of participating children timely information about programs under this part; descriptions and explanations 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 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 ritual and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our Handbook, Student Handbook, School Newsletter, School Website, Monday Folders, Parent link (phone call system), Parent/Teacher Conferences, PATA meetings, Family Nights, Surveys, Open House, Meet The Teacher, Progress Report, Report Cards, Benchmark results, Fluency Scores, 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 ACHIEVEMENT

As a component of the school-level parental engagement 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 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 certain duties and responsibilities to ensure the success of the student.

C. BUILDING CAPACITY FOR ENGAGEMENT

To ensure effective engagement of parent and 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 educator to improve the achievement of their children; Our school will provide for this provision as stated in the Policy Engagement and Shared Responsibilities for High Student Achievement sections of this document.

2. Shall provide materials and trainings 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 engagement; Our school will provide for this provision as stated in the Policy Engagement and Shared Responsibilities for High Students 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; Parental input will be solicited throughout the year in meetings, through survey and during one-on-one conferences. Also, multiple opportunities for parents to become involved in our school are available over the school year in order to take full advantage of the benefit that come with active parent engagement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent engagement 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 Pre-Kindergarten through Fifth grade dual Language Program, native English and native Spanish speaking students are integrated in the same classroom. Through content area instruction students become bilingual and bi-literate, developing positive cross-cultural attitudes and behaviors Helms' goal is that all students will perform at or above grade level in both languages by the fifth grade.

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 the extent practicable, in a language parents can understand. Due the volume of paper sent home each year from school to home, Helms Elementary is sending home information through e-mail in English and Spanish and the school website has all documents as well. Also, staff and Dual Language Teachers are bilingual to assist with oral communication when necessary.

6. In carrying out the parental engagement 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, parent 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 more fully understand the educational process and the academic progress of his/her child, assistance will be provided to the parent.

