Highland Heights Elementary school has a focused commitment to the education of our students, and members of our community. Parental involvement is a necessary component for any successful school, and we will continue to work towards increasing our parental involvement. The mission of Highland Heights Elementary is through professional collaboration, amongst colleagues, parents and community partners, in a safe and nurturing environment, we will ensure that all students develop the skills, character, motivation, and motivation they need to be academically competitive. As models of leadership and life-long learning, we will inspire in our students, active citizenship as they grow physically, academically, and emotionally.

Title 1 regulations require that each school served under Title 1 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 1 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;

Highland Heights Elementary holds an official State of the School Address each school year during the first semester. During this meeting we review with parents the campus performance data for district and state assessments. Various agencies, community leaders and partners are invited to share with parents. The School Improvement Plan is presented, along with the mission, and goals for the school year. We share the Title 1 requirements, and obtain input to be included in the Highland Heights Parent and Family Engagement Policy.

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;

Highland Heights elementary welcomes parents, their input, and assistance. Parent meetings are scheduled and advertised throughout the school year. The annual August meeting, Meet the Teacher, is the initial parent meeting and occurs before the start of the school year. We introduce
our core partnership through Second Baptist Church (Loving Kids) to parents. In September, parents are allowed an opportunity to visit our classrooms, speak with teachers, and view the awesome displays of student’s work at our Open House. Several literacy-focused events will be held during the year in the evenings for both parents and students.

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;

Highland Heights parents are routinely invited to sit in and participate in the drafting and/or revising of campus policies and procedures. The School Improvement Plan and the campus Parent and Family Engagement Policy are updated yearly through collaboration that includes all stakeholders. The principal and parents of Highland Heights Elementary are working to establish a Parent Teacher Organization (PTO) and secure additional partnerships, and will hold scheduled meetings to work towards accomplishing their goals of serving Highland Heights students.

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.

Timely information regarding campus programs, assessments, and performance is communicated to parents in various forms of media, including print, oral, and electronic. Parents are continuously updated on the various assessments students are administered, new instructional strategies, and student performance expectations. We use a variety of communication tools including parent/student handbook, monthly school newsletter, classroom newsletters, school website, campus marquee, student communication logs/folders, automated call-out system, parent/teacher conferences, SDMC meetings, Parent meetings, print and voice surveys, Open House, progress reports, report cards, and assessment data. These communications are used to deliver important information, as well as to solicit parent participation in campus activities.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC 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 adequate education of students is the responsibility of the student, parent, the teacher, and the principal. The creation and implementation of the school/parent compact ensures that all
parties are aware of their responsibilities for a successful school year. By receiving and reviewing the compact ownership is established, and the journey to success begins. These compacts serve as reminders in conferences, and are also motivators in class when students have lost focus.

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;

Highland Heights Elementary will provide for this provision by adhering to our pledge outlines in the SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT section of this document.

The adequate education of students is the responsibility of the student, parent, the teacher, and the principal. The creation and implementation of the school/parent compact ensures that all parties are aware of their responsibilities for a successful school year. By receiving and reviewing the compact ownership is established, and the journey to success begins. These compacts serve as reminders in conferences, and are also motivators in class when students have lost focus.

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;

Highland Heights Elementary will provide for this provision by adhering to our pledge outlines in the SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT section of this document.

The adequate education of students is the responsibility of the student, parent, the teacher, and the principal. The creation and implementation of the school/parent compact ensures that all parties are aware of their responsibilities for a successful school year. By receiving and reviewing the compact ownership is established, and the journey to success begins. These compacts serve as reminders in conferences, and are also motivators in class when students have lost focus.
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;

Highland Heights Elementary values parental involvement and the impact parents have on the student’s academic success. It is our practice to consistently implement researched instructional methods that are both current and valid. We will support and adhere to components outlined in the Achieve 180 and FACE initiatives. These same efforts will be utilized with regards to our parental involvement initiatives. Opportunities for parents to be involved in our school are plentiful, and we encourage parents to exercise their rights to be informed advocates for their children’s education.

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;

Highland Heights Elementary has three pre-kindergarten classes. Parents of early childhood students are afforded the same rights as our primary and elementary-level parents. The staff works to ensure that all programs, activities, and experiences are developmentally appropriate, and parental involvement at the early childhood level is evident.

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.

Communications to parents are always sent in English and Spanish to accommodate the demographics of our campus such as printed materials, and our campus marquee.

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.

All parents are an important part of the learning community. We value our parents. Individual parent needs, such as translators, or disabilities will be accommodated to the extent practicable. We will ensure and maintain a campus that is renowned for its welcoming environment.

Last Revised September 2019