

Barrick Elementary

To prepare all scholars for college, Barrick Elementary educates PK-5 students through rigorous data-driven instruction, and a culture of excellence.

October 9, 2020

Parent Family Engagement Policy

In order for scholars to demonstrate success and academic achievement, parents, guardians and all concerned stakeholders must be dynamically involved in their education process. Barrick Elementary developed this policy to describe how we involve parents and other stakeholders in the development of the policy and the School-Parent Compact; to help parents and guardians assist their children achieve academic success in school; and to ensure parents with limited English proficiency or disabilities can actively participate in their children's education. This policy was developed with the assistance and approval of the parents of children participating in the Title I program.

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

Our school holds an annual Title I meeting 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 facilitates 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 parental involvement;

Parents are invited to participate in a variety of meetings and activities over the course of the school year in person or virtually. An Open House is held in September to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectation and their scholar's academic progress. Formal trainings and workshops scheduled throughout the year are guided by parent input and vary in date and time. In cases in which transportation is a barrier for a parent to become involved in our school, the Administrative Team makes special arrangements to link that parent to needed resources and events.

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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, in person or virtually to accommodate as many parents as possible.

We also hold an additional monthly meeting that the principal hosts (coffee with principal). During this meeting parents have an opportunity to bring up topics of concern and provide suggestions for solutions. These meetings will be held virtually this year.

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 parent family engagement policy;

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. 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.

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.

Our school communicates to parents the state, district, and campus curricular and assessment (STAAR) 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 Class Dojo, our School Handbook, School Website, Communication Folders, Parent/Teacher Conferences, PTO meetings, individual notes/calls home, Family Nights, Parent Workshops, Open House, Progress Reports, Report Cards, Snapshot and DLA results, Universal Screener results, 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.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent Family 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 scholars will share the responsibility for improved student academic achievement.

The education of a scholar is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a School-Parent 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

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duties and responsibilities to ensure the success of the scholar. It is distributed to all scholars and parents at the beginning of each school year. These compacts are used to motivate scholars 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.

Parent Training and Involvement. Presentations take place to guide parents on the important indicators that determine whether their child is doing well, on how parents can build positive relationships with educators to help their children, and provide ways on how to be involved in the decision-making process of their child's education. Materials and trainings are provided to help parents help their children, such as Family Literacy, Family Math Night, counselor training for parents, PTO related events and STAAR family nights.

Training is also provided to teachers and other staff members who play an important role in scholars' lives. School staff is trained on the importance of involving parents, parents as partners, programs for parents and the building ties between home and school. Our school strives to coordinate parental involvement activities among the different programs available on our campus.

We frequently contact our local businesses to maintain a positive partnership in which parents are able to benefit in the activities they offer. Community-based organizations and businesses are given information about opportunities for working with parents.

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 scholar 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

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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, 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. The campus counselor, along with the school's Title I Coordinator, 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 three Pre-K classes. 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 compact and concise as possible. Barrick 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. 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 scholars, 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 more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type of 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, participating in faculty and staff training to better understand the culture of the scholars served, providing easier accessibility to parents and/or students with disabilities, etc.