

Parent and Family Engagement Policy

Ed White Elementary School

2020-2021

Ed White Elementary School is committed to the education of the children in our community. We feel parent involvement 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 of their children. Ed White Elementary School's Faculty and Staff believes that our #1 priority is to improve student academic achievement. This belief is not only intended to be utilized within our school but is something we hope resonates in our community. It is our mission to produce a community of life-long learners. It is our pledge to maintain a good line of communication from school to home and our goal to provide ample opportunities for parental involvement thought out each school year.

Title I regulations require that each school that serves 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. This meeting will inform parents of their school's participation under this part and explain the requirements and the rights of the parents to be involved:**

Our school holds an Open House 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 facilitates a review of the School's Improvement Plan.

- 2. 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's parental engagement policy:**

Our school annually invites parents to participate in principal chat meetings to examine and discuss our School Improvement Plan and Parent Engagement Policy. The school's Parent Advisory Council consistently reviews school's policy in an organized and timely manner. An organized PTO has been established in our school to create a forum for parental input and engagement.

- 3. 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 to 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. Parents are encouraged to respond to any suggestions as soon as possible.**

Our school communicates with parents often regarding the States curriculum and assessment expectations. These school wide requirements are aligned with the delivery of instruction. The techniques utilized to evaluate student work, and individual classroom routines are pertinent to the academic success of our students. We use a variety of communicative techniques, such as our School Handbook, School Newsletters, School Websites, Communication Folders, Parent Phone Call System, Parent/Teacher conferences, IEP and IAT meetings, PTO meetings, Principal Chat's, Individual notes/calls home, Literacy Night, Open House, Meet and Greet and the School's Marquee. All of these methods are instrumental in soliciting parent notifications and delivering important information to parents. We are confident that this will create a productive dialogue between home and school, which leads to 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 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. It is reviewed and sent home at the beginning of each school year. This compact is kept by the teacher and is 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 ENGAGEMENT

To ensure effective engagement of parents and to support a partnership among school, we will continue to involve parents and the community while improving student academic achievement, each school under this part.

1. Shall aid the parents of children served by the school as appropriate. It is our role to understand topics as the state's academic content standards, student academic standards and the district academic assessments. The requirements of this part and how to monitor a child's progress while working with educators to improve the achievement of our students is critical to all parties.

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 support parents as they work with their children. Our goal is to improve their children's achievement in class. Trainings could include sessions such as literacy training and using technology as appropriate, to foster parental involvement.
3. Shall educate teachers, student services personnel, principals and other staff, with the value and utility of contributions from parent on how to support their child. We want all stakeholders to be aware of how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and develop connections between parents and the school;

Faculty and staff members will be cognizant of educational research on parent engagement. Parent 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 bond between school and homes for the purpose of increasing student achievement.

- D. In carrying out the parental engagement requirements of this part, with the district and school, to the extent practicable to their native language. We shall provide full opportunities for the participation of parents and children with limited English proficiency, parents with children what disabilities, and parents of migratory children, including providing information and school reports in a format and to the extent practicable, in a language that parents can understand.**

Parents of all students, regardless of English proficiency, mobility or disability, are 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 an interpreter, made available to translate important information at school wide meetings and events. Working with an interpreter to provide translations is critical in parent/teacher conferences, making available parent resources in our office that are in English and Spanish. By participating in faculty and staff trainings to better understand the culture of the students served, providing easier accessibility to parents and /or students with disabilities.