



## School Parent and Family Engagement Policy

### Robinson Elementary

2021-2022

10.08.21

At Judson Robinson Elementary we are committed to preparing our students to serve as both self-advocates in a global market and change agents in an increasingly complex society. By taking an “all hands-on deck” approach to whole-child development, we emphasize a growth mindset and an appreciation for diversity, thus enabling students to compete in the academic and career paths of their choice.

***Title I regulations require that each school served under Title I jointly developed with and distributed to parents of participating children, a written parental engagement policy agreed on by the parents that describes the requirements outlined in Title I law. Robinson Elementary agrees to uphold all statutory requirements of section 1118 of the Elementary and Secondary Education Act (ESEA).***

### Robinson’s Four Foundations For Family Engagement

#### 1. Relationship Building Practices

Robinson teachers and staff strongly support foundational practices that allow for the development of trust between the parent/family and the school. Meet the Teacher occurs at the end of August, prior to the first day of school. This time allows for students, parents and teachers to have that introduction to one another. Although, this current year has led us to more of a Virtual model/approach in order for students and their families to meet teachers

prior to the first day of school. All staff are encouraged to make contact with families before school starts to begin the bonds between the teacher and the family. Additionally, teachers have been encouraged to connect with families throughout the school year through phone calls, Microsoft TEAMS meetings, and ClassDojo in order to accommodate different needs. School-wide In Person events have been discouraged this school year due to the COVID-19 pandemic. We will host Virtual Opportunities to continue positive relationship building.

## 2. Shared Responsibility

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 signed by all at the beginning of each school year. The compact is kept 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 involved in the education process and to let parents know they are equal partners in their child's learning.

## 3. Communication

Our school communicates with parents often the state 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.

Robinson will ensure that information related to school and parent programs, meeting and other activities is sent to parents of participating children in a format and, to extent practicable, in a language parents understand.

We use a variety of communicative techniques to solicit parent participation and deliver important information in hoped of creating productive dialogue between home and school concerning improved students' achievement. Which include the following but not limited to:

- Campus monthly newsletter/calendar
- School flyers and meeting invites
- School-wide semester event calendar
- School website
- Robinson Twitter, Facebook, ClassDojo
- Communication folders
- Parent/Teacher conferences
- IAT/ARD Meetings

- PTO meetings
- Individuals notes/calls home; conversations at dismissal
- Progress reports and report cards

### 3. Building Capacity for Involvement that is Linked to Learning

Robinson Elementary commits to providing 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. Additionally, Robinson will continue to provide assistance to the parents to help with understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Robinson continuously utilizes family events that are centered around the core foundational subject areas, to provide specific training on how to utilize a variety of activities/strategies at the home that directly can improve their child's achievement. All events are tailored to the needs of our families, providing translation services, teacher led activities from each grade-level, and occur at a flexible time of the day.

- Family STAAR Night
- Family Literacy Night
- Family Math Night
- Academic Parent Teacher Teams
- Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities, such as parent resources centers, that encourage support parents in more fully participating in the education of their children.
- Building Capacity for Involvement Leading to increased Parent Advocacy.

### 4. School Review and Improvement

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including planning, review, and improvement of the school and parental involvement policy, school-parent compact, and school improvement plan.

- Meetings
- Annual Title I Schoolwide program Description

1. Which will be held at a convenient time, to which parents of participation children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I and to explain the requirements and the right of the parent to be involved.

2. Revision of school wide Parent Engagement Policy and School Parent Compact.

3. Held by the end of September each school year.

#### 4. Additional Parent Meetings and conferences.

Robinson will offer flexible number of meetings, such as meeting in the morning or evening (Virtually or In-Person), with appropriate translation services; meeting include:

- Open House
- Meet the Teacher
- Teachers will inform parents of key classroom procedures and critical practices that will allow for the highest level of academic success.
- Ongoing Parent teacher conferences (Virtually or In-Person) Parents will be invited to participate in parent teacher conferences as often as deemed necessary by the teacher during the school year to discuss their child's progress. Teachers may receive parents during their scheduled conference times during the school day, and/or after school to accommodate as many parents as possible.
- Parent Teacher Organization (PTO)
- Explanation of Assessments and Promotion Standards Meeting
- 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 , opportunity 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.

#### ***General Expectations of Faculty, Staff, and Parents necessary to uphold the Four Components***

1. Robinson will 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.
2. Faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year meetings, through surveys and during one-on-one conferences.
3. Information derived will be utilized by the school's Administrative Team to strengthen the tie between school and home for the purpose of increasing students achievement.

4. 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, 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.

5. 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 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, 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 parent and/or students with disabilities, etc.