



Parent and Family Engagement Policy

Ann Brock Elementary School is committed to educating the children in our community. We feel parent and family engagement is essential to ensure that our students succeed 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 develops and distribute to parents of participating children a written parental and family engagement 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 in 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 each school year to review Title I School requirements and the school's Parent and Family Engagement Policy with parents. In addition, the principal updates parents on school test data and facilitates a review of the school's improvement plan.

Activities-

In August of the current school year, parents are invited to a parent information night to learn about Ann Brock Elementary's participation in Title 1, Part A. The Title 1 information is sent home in English and Spanish.

Campus Education Improvement Committee meets in May each year to review and update the Parent and Family Engagement Involvement for the upcoming year.

The Parent and Family Engagement Policy is sent home in English/Spanish during the fall semester of the school year.

- 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;**

Activities-

Parents are invited to participate in various meetings and activities over the school year.

Parents will be invited to a formal parent-teacher conference at least once a year (from October to

February) to discuss their child's progress. Teachers may receive parents in the morning, during the school day, and/or after school to accommodate as many reciprocating parents as possible.

An Open House will be held in March to allow parents to formally visit their child's classroom to become better informed about grade-level expectations and their student's academic progress.

Through the work of the guidance counselor, parent training, resources, and technology will be made available to help parents become an invaluable part of their child's education. A weekly parent newsletter is sent home from the guidance counselor with information that is child-centered, developmental, and preventive services that promote students' academic, social/emotional, and college/career readiness at each stage of their development. Due to our school family's hectic and varying schedules, information and resources are available in person, through a parent communication system, and via links on our school website, making information accessible twenty-four hours a day.

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;

Activities-

Ann Brock's Campus Education Improvement Committee meets six times yearly to plan, review, and improve programs at Ann Brock Elementary.

August 5, 2024, August 28, 2024, November 13, 2024, February 5, 2025, April 2, 2025, and May 14, 2025.

An organized PTO has been established in our school to create a forum for parental input and involvement in monthly meetings.

Parents are a welcomed part of our school community. If you are interested in volunteering at the campus, please contact your child's teacher.

4. Provide parents for participating children with 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.

Activities-

Our school communicates with parents often about the state's curricular and assessment expectations, school-wide requirements regarding instruction delivery, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to our student's academic success.

We use a variety of communicative techniques such as our Family Access, District Handbook, Classroom Newsletters, School Newsletters, School Website, Communication Folders, Weekly Parent Link (phone call system), At a minimum 1 formal Parent/Teacher Conference, 504 Meetings, ARD Meetings, Monthly PTO meetings, individual notes/calls home, Family Fun Nights, Surveys (paper and phone), Biannual Literacy

Parent workshops, Annual Math Night, Annual Open House, Annual Back to School Night, Three-week progress reports, Report Cards, benchmark results, fluency scores, STAAR data to solicit parent participation and deliver important information in hopes of creating a 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 and family engagement policy, each school shall jointly develop a school-parent compact with parents for all children served under this part that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Activities

Student-Teacher-Parent Compact was sent home in August of the current school year. All stakeholders require a signature as an agreement to the compact.

A student's education is not only the teacher's responsibility but also of the parent and 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 the responsibilities to ensure student success. All stakeholders review and sign it at the beginning of each school year. The signed compacts are 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 more involved in the educational process and let parents know they are equal partners in their child's learning.

C. BUILDING CAPACITY FOR INVOLVEMENT

Each school and local educational agency assisted under this part to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

1. Shall assist 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 this document's Policy Involvement and Shared Responsibilities for High Student Achievement sections.

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 this document's Policy Involvement and Shared Responsibilities for High Student Achievement sections.

3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, on the value and utility of contributions of parents and 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;

Faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys, and during one-on-one conferences. The school will utilize information derived to strengthen the tie between school and home to increase student achievement. The school's administrative team and Campus Education Improvement Committee will take the lead in providing many opportunities for parents to become involved in our school over the course of the year to fully take advantage of the benefits of active parent involvement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent and family 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 full-day Pre-K classes. A school's Pre- K teacher works to ensure that this early learning program is appropriate for our students. It is also the teacher's role to take the lead in bridging a strong relationship between home and school. The school's administrative staff, PreK teaching staff, and the guidance counselor will recommend resources and references for parents of preschool students. Field Trips and 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 the 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 must be purposeful, compact, and concise. Ann Brock Elementary has made it a practice to send home school correspondences in English and Spanish through the ParentLink System to ensure all information related to our school is understandable.

D. In carrying out the parental and family 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, 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 students, regardless of English proficiency, mobility, or disability, are considered important to our learning community. All parents are allowed 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 parents and/or students with disabilities, etc.

This School Parent and Family Engagement Policy has been developed jointly with and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the Campus Education Improvement Committee. This policy was adopted by Ann Brock Elementary on August 8, 2024, for the 2024-2025 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2024. At the parents' request on the Campus Education Improvement Committee, a one-page overview of the Parent Involvement Policy was created and sent to parents.