

Campus Parent Engagement Policy

Bassetti Elementary School is committed to the education of the children in our community. We believe parent engagement 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 for their children. 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 homes and our goal to provide ample opportunities for parental engagement throughout each school year.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental engagement policy agreed on by the parents that describes the requirements outlined in Title I law.

A. POLICY ENGAGEMENT- Our school will:

1. Convene an annual meeting, at a convenient time, to which all parents are invited and encouraged to attend, to inform parents of their school's participation in Title I, the requirements of Title I, and the right of parents to be involved;

Our school holds a meeting yearly 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, the school's Federal Report Card, 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 provide meaningful opportunities for parental engagement;

Parents are invited to participate in a variety of meetings and activities over the course of the school year. These activities include such events as "Meet the Teacher", Open House, Reading Safari Night, as well as a variety of student performance programs and parent meetings. Formal trainings/workshops and other family activities scheduled throughout the year are guided by parent input and vary in date and time. Parents will be invited to participate in a parent-teacher conference at least once a year to discuss their child's progress. Teachers may conference with parents in the morning, during their planning period and/or afterschool to accommodate as many parents as possible.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including planning, review, and improvement of the school parental engagement policy;

Our school annually invites parents to participate in review and revision meetings to examine and discuss our Campus Improvement Plan and Parent Engagement Policy.

4. Provide parents with timely information about programs under Title I; 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 with parents often regarding the state's curricular and assessment expectations, school wide requirements for 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 to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement. Those communication techniques include: our Student Handbook, Classroom Newsletters, School Newsletters, School Website, School Messenger (phone call system), Parent/Teacher Conferences, IEP and RTI Meetings, PTO meetings, individual notes/calls home, school marquee, family activity nights, Surveys, parent workshops, Open House, Progress Reports, Report Cards, benchmark results, STAAR results, etc.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental engagement policy, our school will jointly develop with parents a school-parent compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement.

A School-Parent-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 and used to motivate students and parents to become more involved in the educational process.

C. BUILDING CAPACITY FOR ENGAGEMENT

To ensure effective engagement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school will:

1. Provide assistance to parents in understanding such topics as the state's academic content standards, state and local academic achievement expectations and assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
2. Provide materials, training, and related services to help parents work with their children to improve their children's achievement, and to foster parental engagement.
3. Educate teachers, administrators and other staff 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. Parental 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 tie between school and home for the purpose of increasing student achievement.
4. To the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with community based early learning programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. School personnel will work to build a strong relationship between home and school. Fieldtrips and on

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campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible.

5. 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 practical, in a language parents can understand. Due to the volume of paper that is sent each year from school to home, written information is purposefully as compact and concise as possible. We strive to ensure all information related to our school is understandable. A district translator assists our school with written and oral communication when necessary.

- D. In carrying out the parental engagement requirements of Title I, the school, to the extent practical, will provide 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 practical, in a language such parents can understand. 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 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 resources that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, and providing easier accessibility to parents and/or students with disabilities, etc.