



# **Title I School Parent and Family Engagement Policy**

## **R. Homer Andrews Elementary School**

### **I. Parent and Family Engagement Policy**

A. School Improvement Team Members: Sabre Robinson, Principal, Gena Crews, Asst. Principal, Lesleigh Roberson, Kindergarten, Ashley Cook, First Grade, Natasha McLatchie, Second Grade, Kristin Martinez, Third Grade, Laura Thorne, Fourth Grade, Julie Bethea, Fifth Grade, Olga Ponce, Parent

B. The School Improvement Team are elected by staff and parents vote for the PTA Officers. The staff agrees to abide by the assurances on the family compact and sign to agree.

### **II. Annual Information Meeting**

Parents will view Annual Meeting on Class Dojo and K-12 Information platform on September 07, 2021 and the presentation will be translated in Spanish.

### **III. Flexible meeting times**

Teachers and staff accommodate families for CFT, Face-to-Face, and other conferences.

Meetings are usually held in the evenings, and Leadership Celebrations are staggered during the day.

### **IV. Title I Part A Planning**

Two Parent Advisory Meetings, PTA Feedback, MRA Yearly Survey and Face-to-Face Conferences

### **V. Parent Information and Opportunities**

A. Describe how you will provide parents and families with the following:

1. Annual Open House Presentation will cover Title I A Components and offer feedback avenue for families.

2. Book bags and Website will post school performance from state assessments.

3. Assessment results of their individual child's performance will be in book bags or face-to-face conferences.

4. A description and explanation of the curriculum, assessment forms, and

proficiency levels for state standards will be distributed in English and Spanish .

5. Opportunities for regular meetings to participate in decision-making are offered through monthly open school improvement meetings, and parent advisory councils.
6. Suggestions and questions raised by parents are addressed by staff within 24 hours minimum and 48 hour maximum.
7. Any parent has full access to staff at all times by phone, email or class dojo from 7:30-3:30.

#### VI. School-Family Compact

A. Compacts are shared at the Fall face-to-face conferences in English and Spanish or emailed yearly.

#### VII. Building Parent and Family Engagement Capacity

A. Briefly discuss how you will address the following:

1. Face to Face conferences, Principal Conversations, Website Support with Curriculum, Connected calls keep parents up to date weekly, Translator also works directly with families.
2. Website has K-5 Activities and Leader in Me at Home for all parents in English and Spanish, Monthly Calendar is posted in dojo and on website.
3. Staff Meetings and Professional Development, Mentor Program for BT's support staff understanding in working with families.
4. Leader in Me has a family component and families are a part of CFT's all year.
5. Reading Buddies, Volunteers, PBIS Celebrations, United Way, and Word of Life Ministries all support our total school program through service, food pantry, celebrations, t-shirts, buddy programs, and community outreach.
6. Teachers reach out to parents online, by text, phone call, daily take home folders and the school supports the whole child with Leader in Me, CFT, and IEP meetings.
7. All communication goes home in Spanish and English.

#### VIII. English Learners and Disabled Parents and Families

All families participate in all school functions. All functions are translated and have handicap access.

**IX. Parent/Family Requests**

A. Andrews will accommodate requests on an individual basis as needed to support families.

**X. Annual Evaluation**

A. Parent Spring Advisory Council and School Improvement Team Meeting in April/May.

**XI. Other Parent and Family Engagement Practices (School may include the following).**

Only describe the ones you choose to implement

A. Describe how your school addresses the following, only if practices are part of your schoolwide plan.

1. Involve parents/families in the development of training for teachers, principals and other educators.
2. Provide necessary literacy training.
3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care cost.
4. Train parents and families to enhance the engagement of other parents
5. Arrange school meetings at a variety of times or conduct in-home conferences for those unable to attend in school activities.
6. Adopt and implement model approaches to improving parent and family engagement.