



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

## **School Haw River Elementary**

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

- A. List names and roles (teachers, administrators, parents, etc) of persons involved in developing Parent and Family Engagement Policy.
- B. Briefly describe the process your school used to:

*As a school leadership team, we reviewed our school leadership plan and aligned our goals with the Parent and Family Engagement Policy. We solicited feedback from members of our Parent Teacher Organization. We will share the policy with all parents via our website and class dojo. A printed copy will be available for review in the main office.*

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

- A. Title I powerpoint will be sent to parents in both English and Spanish through InformedK12.

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

*In order to address the various scheduling needs of our parents, we provide events before, after and during the school day. For parent conferences, we work with parent schedules and find various means to conference whether it is by phone, home visit or through written correspondence. We use our parent survey responses to alter our schedules to address the consensus of best times to meet. We post information on the school website and class dojo to communicate all information.*

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

*A. We will share information regarding planning, review and improvement of our Title I program through constant and consistent communication, through our student parent handbook and parent surveys. At the start of the school year, we provide parents with a calendar that includes events for the entire school year. This allows parents to plan for events*

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

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

#### **1. Timely information about Title I Part A Programs**

*At the start of the school year, we present information at the Open House/Meet the Teacher events regarding our school Title I plan. We use classroom dojo, school website, connect-ed phone and email and send home printed information to provide parents with timely information about our Title I program.*

#### **2. School performance profiles**

*In the fall, parents receive information regarding the NC School Report Card and in winter parents receive TSI information.*

### **3. Assessment results of their child's performance**

*We provide parents and students with reports of their child's progress on state benchmark assessments at the beginning, middle and end of year. In October and March, teachers will host a parent teacher conference to allow parents and teachers to review current student progress. For the 2021-2022 school year, the state istation report for reading in grades K-3 is only sent to parents at MOY and EOY. At the start of the year in grade 3, parents receive information regarding BOG test results and to learn about the RTA process. In grades K-5, if a student is performing below grade level and/or demonstrates the need for Tier 2 or 3 interventions, the child's parent will be contacted and will meet frequently with the teacher and/or the MTSS team to determine interventions and track student progress. Parents receive a goal and performance report at these meetings. Our ESL parents receive ACCESS scores in the spring of each school year in which they qualify. All grade 3 students take the COGAT test and results are shared at the close of the testing window. If a child meets the district criteria for AIG, parent will be contacted by the school and will meet with the AIG team. We are in our first school year as a standard based grading school. Parents have 24/7 access to students' tasks and performance levels on standards through PowerSchool. Several teachers also use online program Dojo and Seesaw to share with parents' samples of student work and classroom happenings.*

### **4. A description and explanation of the curriculum, assessment forms, and proficiency levels and state standards. Include strategies to inform parents with language barriers and/or disabilities.**

*During Grade level curriculum nights, parents received a handout and information on the NC Standard Course of Study. Teachers shared the current grade level, state, and individual proficiency levels. Teachers use various means such as Class Dojo to communicate with parents. We meet (face-to face, phone or home visit) with parents at least annually to discuss student progress and devise goals for our students who are EL and/or have disabilities. Parents and teachers have ongoing communication. Our EL teacher and translator attend student meeting and conferences with our non-English speaking parents. They translate both the verbal and written information using a microphone and headsets. In addition, our specialty teachers (EC, AG, and ESL) also communicate with parents. Our school social worker serves as a support and liaison for our parents who need assistance. Teachers also assist parents by posting them modeling how to complete a task, pictures of Standard Charts and provide helper sheets on standards. Our school psychologist meets individually with parents to review evaluation results prior to the IEP team meeting. This allows parents to ask questions and have a sound understanding of the results. Our EL teacher and/or translator translate all EC and 504 paperwork. They also attend the IEP meetings and translate. Each grade level provides parents with a newsletter. Some grade levels use a weekly calendar while others share information daily or monthly.*

### **5. Opportunities for regular meetings to participate in decision-making.**

*Our parents are encouraged to attend monthly open PTO meetings in which we solicit parent input for decision-making. We have a parent representative who serves as a liaison between our parents and the school leadership team in which she is a member.. If a child is served under EC, Tier 2 or 3 in any area, parents are involved in determining goals.*

### **6. Timely responses to suggestions and questions raised by parents.**

*It is our school policy to respond to parent suggestions, questions, and/or concerns within a 24-hour period. This communication may occur via face-to-face, by phone, email or dojo message.*

### **7. Reasonable access to staff, opportunities to volunteer and participate in Child's class.**

*Our teachers provide various opportunities for parents to both volunteer or participate in their child's classroom. We strongly encourage community involvement in the school especially by parents. Parents are welcome to our school to communicate with school staff, serve as volunteers in the instructional program, or conduct other legitimate business.*

## **VI. School-Family Compact**

**A.** *Parents receive the AGE School Family Compact in the fall each school year. During fall parent-conferences, teachers review the compact with parents and discuss each of the components. The compact is provided to parents in both English and Spanish. We encourage parents to contact the school if they have any questions or concerns. The parent, student and teacher need to sign this document. Once completed, one copy will be placed in the student folder*

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

**A.** Briefly discuss how you will address the following:

- 1. Provide assistance to parents on how to understand performance standards, assessment, Title I, monitoring their child's progress, and participating in decisions relating to the education of their child.**

*We will assist parents in understanding performance standards, assessments, Title I, student progress and decisions relating to the education of their child through clear and consistent communication. Our teachers communicate with parents on a daily basis using class dojo, seesaw and written notes. In addition, we offer curriculum events and resources to parents to support them with understanding the content and assessments. Our school-based literacy coach is also accessible to provide modeling and support for teaching reading.*

- 2. Provide materials and training to help parents work with their children (literacy training, computer skills, homework assistance/workshops, family literacy nights, adult EL, GED etc.)**

*Each grade level hosts a curriculum event for parents and students twice a year per grade level. We have parent conferences in the fall and in the spring. This spring we will host student-led conferences. Our School Social worker provides various community resources designed to support parents. We encourage parents to participate in the Village project at Elon University.*

- 3. Educate teachers and other staff to work with parents.**

*We provided Social Emotional Professional Development Training for entire staff. Our administration and student services team collaborate, model and coach teachers on strategies to use when working with a parent. Our teacher mentors also provide support to our new to Haw River Staff. One of our SIT subgroups works to provide parent outreach and ways to build relationships with parents.*

- 4. Coordinate and integrate parental involvement programs/activities**

*We will align events to our School Improvement Plan. Our Leader in Me Action Teams and School Lighthouse team plan and facilitate school wide activities designed for students. These events are designed to engage and involve parents. Haw River has a Leader in Me day scheduled in the spring to involve parents in the school's Leader in Me program.*

- 5. Develop appropriate roles for community-based organizations and businesses**

*In addition, we have various local businesses who support our school in various capacities including but not limited to The Lambs Chapel, Super Save Pawn Shop, Haw River Police Department and many more.*

- 6. Conduct other activities as appropriate and feasible that are designed to help parents become full partners in the education of their child**

*Our focus is building relationships with parents and not only involving them, but also engaging them in our school community. We want our parents to feel welcomed and respected. We are partners in providing support and guidance for their child to be successful.*

**7. Ensure that information related to parent involvement is sent home in the language used in the home.**

*We currently provide information in English and Spanish. Our school translators provides supports to our non-English speaking families in various capacities.*

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

- A.** Provide full opportunities for the participation of English Learner parents or with disabilities  
*Provide full opportunities for the participation of English Learner parents or with disabilities*

*Our building is handicap accessible and we welcome and support all families. We have a full time translator to assist any language issues and a full time social worker to assist parents who may need additional assistance..*

**IX. Parent/Family Requests**

*A.If a parent makes a request for an activity, we will discuss the supports needed with the appropriate committee whether it be the PTO, School Leadership Team, PBIS; Crisis Team; Grade Level Chairs or Student Services team.*

**X. Annual Evaluation**

**A.** *Discuss timeline and plan for involving parents and families in an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools.*

*In the spring, we will provide parents with an opportunity to provide feedback via our Leader in Me MRA Survey.*

**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.

*Arrange school meetings at a variety of times or conduct in-home conferences for those unable to attend in school activities.*

*Our Parent Teacher Organization does an outstanding job reaching out and involving diverse groups of parents within our school community.*