

Hirsch Elementary

Parent and Family Engagement Policy

Hirsch Elementary School is committed to the education of the children in our community. We feel parent and family engagement is an essential piece in ensuring that our students are successful in school. We believe that when parents and families are more involved in the academic process, school becomes more of a priority for their children. Hirsch Elementary School's motto is "Every Kid, Every Day". This expression is not only intended to be utilized within our school, but is something we hope resonates in our community. It is our mission to empower students to think, create, discover, problem solve, and to be their personal best now and in the future. It is our pledge to maintain a good line of communication from school to homes and our goal to provide ample opportunities for parent and family 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 parent 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 under this part and to explain the requirements of this part, and the right of the parents to be involved;

Our school will communicate with parents Title I School requirements and the school's Parent and Family Engagement Policy by the end of October each school year. In addition, the principal gives parents an update on school test data, adequate yearly progress status, 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 may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Parents and families are invited to participate in a variety of meetings and activities over the course of the school year. An Open House is held in September to provide parents and families the opportunity to formally visit their child's classroom to become better informed about grade level expectations and their student's academic progress. Due to the varying schedules of our school family, effort will be made to provide training opportunities to parents and families via links on our school website making information accessible twenty-four hours a day.

Parents will be invited to participate in a parent-teacher conference to discuss their child's progress. Teachers may receive parents in the morning, during their planning time, and/or afterschool to accommodate as many parents and families as possible.

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 parent and family engagement policy;

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent and Family Engagement Policy. An organized PTO has been established in our school to create a forum for parental input and involvement. Our PTO affiliation connects our school to parental involvement resources at the state and national level.

4. 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, 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 the state's 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. We use a variety of communicative techniques such as: our School Handbook, Classroom Newsletters, School Newsletters, School Website, Classroom Websites, Communication Folders, Connect Ed (opt in phone call system), Connect Ed emails, Parent/Teacher Conferences, ARD Meetings, PTO meetings, individual notes/calls home, Family Nights, Surveys, parent workshops, Open House, Meet the Teacher, Progress Reports, Report Cards, benchmark results, fluency scores, school marquee, local newspaper coverage, PTO Facebook page, Recycle Rally Facebook page, Class Dojo, Hirsch Facebook Page, Twitter, agendas, etc. to solicit parent/family engagement and deliver important information in hopes of creating 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 parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher, but also of the parent/family and the child. For this reason, a Parent-Teacher-Student Team 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 distributed at the beginning of each school year. A copy of the compact is used in conferences with parents and students to remind each participant of their responsibilities. These compacts are also used to motivate students and parents/families to

become more involved in the educational process and to let parents and families know that they are equal partners in their child's learning.

C. BUILDING CAPACITY FOR INVOLVEMENT

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

1. Shall provide assistance to 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 the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

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 parent and family engagement;

Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

3. Shall 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;

Faculty and staff members will be cognizant of educational research on parent and family engagement. 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 and Campus Improvement Team to strengthen the tie between school and home for the purpose of increasing student achievement. The Parent Liaison, along with the school's PTO, will take the lead in providing a multitude of opportunities to fit various schedules for parents and families to become involved in our school over the course of the year in order to take full advantage of the benefits that come with active parent and family engagement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement 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 grades PreK through 5th. The administrators as well as the instructional specialists ensure that the curriculum and programs are appropriate for our students.

Fieldtrips and on campus activities such as awards ceremonies are plentiful throughout the year and parents and families 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 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 is purposefully as compact and concise as possible. Hirsch Elementary has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. Bilingual staff assists our school with oral communication when necessary.

D. 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, 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 that parents can understand.

Parents and families of all students, regardless of English proficiency, mobility or disability, special needs are considered to be an important part of our learning community. All parents and families 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 or family member to more fully understand the educational process and the academic progress of his/her child, assistance will be provided. This type of support often comes in the form of interpreted school documents in a parent or family member'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, providing easier accessibility to parents and/or students with disabilities, etc.

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