

Bens Branch Elementary Parent and Family Engagement Policy 2020-2021

MISSION STATEMENT

The mission of Bens Branch Elementary is to provide a safe, creative environment that nurtures and educates the whole child. We foster a collaborative partnership with students, staff, families, and community in order to prepare students to succeed in a diverse, ever-changing world.

VISION

We are a community of fearless learners with the courage to continuously grow.

CORE VALUES

We believe that our students and staff must be:

Responsible Citizens, Effective Communicators, Academically Prepared, Lifelong Learners, Interpersonal Collaborators, Thinking with Innovation and Yes Minded!



Our school is a community where students, parents, and school faculty collaborate and work in partnership for our children. We feel parental engagement is an essential piece in ensuring that our students are successful in school. Research studies consistently reveal that high student achievement and self-esteem are closely related to positive parental participation in education. We encourage all parents to become involved in the school in many ways and at many levels.

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 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;**

An official parent meeting will be held in September of each year to review the requirements of a Title I School, Parent Family Engagement Policy, and School Compact. The principal will also update parents on school ratings and plans for improvement.

- 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 engagement;**

Parents will be invited to participate in various meetings and activities throughout the year, including, but not limited to:

- Meet the Teacher (August)
- Parent Orientation (September)
- Brew and Chew with the Principal (1st Friday of every month)
- PTO Meetings (daytime and evening meetings in alternating months)
- Parent-Teacher Conferences (October)
- Parenting Partners (offered both semesters at various times)
- Dual Language Nights (3 events)
- Fine Arts Night (February)

Parents are also welcome to schedule meetings with the teachers or administration when the need arises. All staff will make themselves available before, during, or after school, according to the needs of the parents.

- 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;**

BBE invites parents to participate in the review and revision of the Campus Improvement Plan and Parent Family Engagement Policy quarterly. We recruit parents through Facebook, emails and in person.

- 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.**

BBE shares state reports, ratings, curricular expectations, assessment results, grading guidelines, school schedules, and behavior expectations through a variety of means:

- School and Teacher Websites
- Email
- Phone Calls
- School Facebook Page
- Weekly Newsletters
- Conferences
- Title I meetings
- Family Nights
- Campus and District Handbooks

- Tuesday Folders
- IEP Meetings
- Progress Reports
- Report Cards
- RtI Meetings
- School Marquee
- Site-Based Planning Meetings
- Brew and Chew with the Principal
- PTO Meetings

5. If the plan is not satisfactory to the parents of participating children, parents can submit comments on the plan to the school district or campus.

Parents review and revise the plan quarterly. Parents are also asked to complete a survey at the end of the school year giving feedback on the plan and campus in general. Monthly open meetings are held with the principal where parents can ask any questions they may have regarding the campus.

B. SHARED RESPONSIBILITY 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.

We believe that the education of every child is not only the responsibility of the school, but also the parent of the student. For this reason, a Parent-Teacher Compact has been developed and is utilized in our school.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective engagement of parents and to support a partnership among the school, 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 information and training to our parents in understanding the state's student academic standards in all content areas through family nights, parent teacher conferences and resources provided by the campus.

- 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 engagement;**

We will provide materials to the parents through the teachers and email on various ways to improve academic achievement. We will also use Parenting Partners to help foster parental engagement in student academic success. BBE makes available to parents computers or chromebooks during the school day if there is a need.

- 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;**

Parent requests and suggestions will be taken through yearly parent surveys as well as when parents make their needs known to the faculty and staff individually or collectively through conferences, emails, or phone calls. We will also use our monthly Brew and Chews with the principal to allow parents the opportunity to ask questions and provide

feedback. This information will be utilized by the administrative team to strengthen the tie between school and home for the purpose of increasing student achievement. Teachers will also be trained through staff meetings on the policies and procedures on parent engagement. Teachers are also a part of our Parenting Partners committee and campus PTO.

4. Will, to the extent feasible and appropriate, coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other federal, state, and local programs.

BBE will expose parents to information regarding their student through yearly 504 meetings, RTI progress monitoring, IEP progress reports, Dyslexia reports and other teacher documentation. We will also make available to our parents, ways they can assist students during various school activities. For example, during parent conferences, the Ready Rosie parent information was available to all parents with questions and concerns.

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.

BBE will send home correspondence in both English and Spanish. We have bilingual office staff to assist with translation when necessary. Our bilingual staff ensures that parent conferences occur in the language which is most comfortable for the parent or guardian.

14. Provide reasonable support for parent involvement activities.

BBE offers child care during our Parenting Partners activities. We coordinate our family nights with student activities to encourage community involvement. An activities calendar was provided at the beginning of the school year to allow for parents to schedule events with work and other family obligations.

D. ACCESSIBILITY

In carrying out the parental 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.

All students and parents are considered to be an important part of our learning community. Regardless of language or disability, all parents are encouraged to be involved in their child's school life. To this end, BBE is willing and able to provide any assistance indicated by the parent. Examples of support include, but are not limited to:

- Documents in the parent's primary language
- Interpreter for translation at school-wide meetings and events
- Interpreter for parent conferences, ARD meetings, 504 meetings and the like
- and Books and pamphlets in both English and Spanish