

Parent Involvement Policy

Hamshire Fannett Elementary School is committed to the education of the children in our community. We feel parent involvement is an essential piece in ensuring that our students in the academic process, school becomes more of a priority for their children. It is our pledge to maintain a good line of communication from school to homes and our goal to provide ample opportunities for parental involvement throughout each school year.

Mission

At Hamshire-Fannett Elementary, we make a difference by guiding, educating, and loving all students.

Vision

Hamshire-Fannett Elementary will create a learning environment that will prepare all students to be productive members of society.

Core Values

Honesty - We communicate honestly.

Optimism - We stay optimistic.

Respect - We respect one another.

Navigators - We guide all our students' learning.

Service - We serve all our students and community.

Goal

We will ensure all students are prepared academically (End of the Year Assessments), emotionally (Counseling Referrals), and behaviorally (Office Referrals) for the next grade level.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement 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 holds two annual parent meetings by the end of October each school year to review with parents Title I School requirements and the school's Parent Involvement Policy. 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, for parental involvement;

Parents are invited to participate in a variety of meetings and activities over the course of the school year. In August we hold our annual Longhorn Leap and by the end of October we provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and their student's academic progress. The parent tab on our school website gives information and general resources to families.

Due to the hectic and varying schedules of our school family, effort will be made to provide training opportunities to parents via links on our school website making information accessible about instructional support with technology used in the classroom. We will offer opportunities for parents to attend training throughout the year.

Parents will be invited to participate in a parent-teacher conference at least once a year to discuss their child's progress. Teachers will have the opportunity to meet face-to-face, telephone conference, and/or virtually with every parent to discuss their child's academic progress.

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 parental involvement policy;

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Involvement Policy. An organized PTA has been established in our school to create a forum for parental input and involvement. Our PTA 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, School Website,

Classroom Remind and DoJo, Communication Folders, Blackboard (mass communication platform), Parent/Teacher Conferences, PTA meetings, individual notes/calls home, Reading Night, Science Night, Surveys, Longhorn Leap, Mid-Term Progress Reports, Report Cards, Google Classroom, and progress monitoring program reports such as Circle (PreK), MClass - Reading (Kindergarten), Texas Proficiency Readiness Inventory - TPRI (1st & 2nd Reading), and Istation (Kinder, 1st, & 2nd Math) to solicit parent participation 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 parental involvement 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 and the child. For this reason, a Parent-Teacher--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. The signed compacts are kept by the office and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents 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 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 parental involvement;

Our school will provide parental support through instructional videos posted on our website and sent out with our mass communication platform. Additionally, the school will send home recommendations of how to improve student literacy and math skills.

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 involvement. 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. 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 three Pre-Kindergarten classes. Our Pre-Kindergarten Teachers ensure the program is following the TEA Pre-Kindergarten Guidelines. Field Trips and campus activities are held throughout the year and parents 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 compact and concise as possible. Hamshire Fannett Elementary School has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. A system translator assists our school with oral communication when necessary.

6. In carrying out the parental involvement requirements of this part, district 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.

Parents of all students, regardless of English proficiency, or 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 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 resource in our center that are 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.