



James H. Baker Sixth Grade

Parent and Family Engagement Policy

Purpose: To support students, parents, and community

Goal: To strengthen mutual trust by engaging parents, students, and community in educational partnerships to maximize achievement.
ESSA 1116(b)(1)

Campus Objectives:

1. Implement programs, activities and meetings that will involve parents in the educational process of their children. These activities will take place at varied times and locations throughout the school year to accommodate family schedules. (1.1, 1.2)
2. Involve parents, through the Campus Performance Objective Committee, in the decisions regarding how funds will be used. (1.1)
3. Annual evaluation and revision of our Parent and Family Engagement Policy. (1.1, 1.3)
4. Distribute the Baker Parent and Family Engagement Policy to the parents of participating children at the beginning of each school year or as students enter the school.
ESSA 1116(b)(1), 1.1
5. Provide an annual evaluation of parent and family engagement activities, and how these activities improved the academic quality of the campus. (1.4, 1.5)

Program Requirements:

Baker will:

- Convene two annual fall evening meetings, within the first three weeks of school, to inform parents of their school's participation in Title I and to explain the law, its requirements, and their rights to be involved. All Title I parents will be invited and encouraged to attend the annual meeting. The meeting will address topics such as challenging state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve academic achievement. The campus Parent and Family Engagement Policy will be provided annually to parents as part of the registration packet. (1.1)
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs. Ensure that information related to school, parent programs, meetings and other activities is sent to the homes of children in a format and language the parents can understand. (1.1, 1.5)
- Parent-teacher conferences will take place at least twice a year to discuss the School-Parent Compact and assessment results related to student achievement. Opportunities will be provided for teachers and other educators to conduct in-person or phone conferences with parents who are unable to attend conferences at school. In-home conferences will be conducted if needed. (1.3)
- Provide training and materials such as handouts, PowerPoints, manipulatives, website resources, and make-and-take activities to help parents improve academic achievement. Materials and trainings are provided to parents at activities such as Family Night. Offer opportunities, as appropriate and feasible, such as a parent resource center, social work services and opportunities for parents to learn about child development. (1.4)

- Educate teachers and staff concerning:
 - The value and utility of contributions of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between home and school

- Coordinate and integrate parent and family engagement programs with Special Education, English Learners, Migrant Program, and other programs. (1.4, 1.5)

Development of School Parent and Family Engagement Policy: Parents, teachers, administrators, and community members will participate in the development of the policy. Students will be involved in the policy development as appropriate. (1.1,)

Review of School Programs and Improvement: Our Campus Performance Objective Committee has the responsibility of evaluating our campus program annually and implementing necessary improvement/changes based on our needs assessment. (1.1, 1.5)

Improving/Revising Parent and Family Engagement Strategies Based on Evaluation: The findings of our annual evaluation will be used to improve and/or revise listed strategies within the campus Parent and Family Engagement Policy. Provide reasonable support for required parental involvement activities as requested by parents. (1.4, 1.5)

Strategies for Parent and Family Engagement: (1.1, 1.2, 1.3, 1.4, 1.5)

- Train parents and provide materials to work with their children to improve academic performance
- Conduct parent/teacher conferences
- Facilitate parent education classes
- Participate in annual Family Nights
- Ensure meetings and events are at flexible times and locations to accommodate family schedules
- Develop appropriate roles for community-based organizations and businesses in parent involvement activities by:
 - Providing information about opportunities for organizations to work with parents and schools
 - Encouraging the information of partnerships between schools and local businesses that includes parents as active participants

Planning for Greater Parent and Family Engagement: Parents will be provided with the following: (1.1, 1.2, 1.3, 1.4, 1.5)

- Timely information about programs
- School performance profiles and their child's individual student assessment results
- Describe and explain curriculum and assessments utilized by the campus, and proficiency levels students are expected to meet
- Regular meetings to formulate suggestions, share experiences and participate as appropriate in decisions relating to the education of students
- Timely responses to parent suggestions

Coordination of Parent and Family Engagement Activities with other Agencies: Baker will coordinate events with local business and community partners, as appropriate, to provide opportunities for parent and family engagement. (1.4, 1.5)

Use of Title I Funds: A minimum of 1% of District Title I funds must be used for Parent and Family Engagement Activities. Ninety-five percent of the 1% must be allocated to campuses. Parents must be included in decisions on how these funds are spent. (1.1, 1.5)

Baker Title I School-Parent Compact (1.3)

- The campus compact addresses:
- How parents and school staff share the responsibility of improved student achievement
- How parents and school staff build partnerships to help student academic achievement
- Schools responsibility for curriculum, instruction, supportive and effective learning environment
- How parents are expected to support their children's learning
- Process for communication between parents and teachers