

Woodview Parent and Family Involvement & Engagement Policy

2021-22

Irma Garner, Principal

Alyssa Cheetham-West, Assistant Principal



Woodview is dedicated to providing the highest quality learning experience for all students.

Woodview Elementary School's graduate aims for all students is for them to become problem solvers, curious learners, and skilled communicators ready to meet the challenges of the world.

WVE students will have anywhere, anytime learning access, they will have individualized rigorous instruction, they will have holistic, actionable data experiences, and they will have voice and agency. Students will have signature experiences such as technology, community circle time and student goal setting conference to enrich their learning.

It is our pledge to maintain a good line of communication from school to homes and our goal to provide many opportunities for parental and family involvement 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;

WVE holds a Meet the Teacher in August and Open House /Title 1 Meeting in September each school year to review with parents Title I School requirements and the school's Parent Involvement Policy. There is also a Title1 parent meeting in the Spring.

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;

Families are invited to participate in a variety of meetings such as Meet the Teacher, Open House, annual Title 1, Principal's Monthly Coffees, PTA meetings, and activities such as Parent Conferences, Best in Show, etc., are held during the course of the school year.

Open House is held in September, giving families the opportunity to formally visit their child's classroom to review student work, become better informed about grade level expectations and their student's academic progress. Community in Schools representatives conduct parent meetings, which

provides resources to the parents. These meetings and activities are advertised through electronic flyers, school website, throughout the school year to highlight the various books, pamphlets, and available resources for home use or on campus resource.

Due to the hectic and varying schedules of our school family, efforts will be made to provide training opportunities to parents via links on our school website making information accessible twenty-four hours a day.

Parents will be invited to participate in parent-teacher conferences at least twice a year to discuss their child's progress. Teachers may receive parents in the morning, during the school day and/or afterschool to accommodate as many reciprocating parents as possible.

2. 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 Campus Improvement Plan and Parent and Family Engagement 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. Principal Monthly Coffees are provided to disseminate information.

3. 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 regarding the state curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom procedures and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our call outs, paper and electronic fliers, Student SBISD Handbook, campus website, campus Newsletter/Calendar, weekly communication on Class Dojo, Thursday folders, parent conferences, and phone calls.

Parent/Teacher Conferences, SSC Meetings, IEP Meetings, PTA meetings, individual notes/calls home, Surveys (paper and phone), parent workshops, Open House, parent participation 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 compact is kept by the teacher 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.

B. 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 parental involvement;

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 involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one

conferences. 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 PK-5 grade levels with One Way Dual Language and mainstream classes. School events, fieldtrips and on campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible.

4. 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.

Woodview Elementary has made it a practice to communicate in English and Spanish to ensure all information related to our school is understandable.

D. 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.

Parents of all students, regardless of English proficiency, 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 interpreted school documents in a parent'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 resource in our center 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.