Mark White Elementary
Global Students Today, Global Leaders Tomorrow

Parent and Family Engagement Policy

Mark White Elementary School believes that parental involvement is a vital step in reaching the instructional objectives of our students. A home/school cooperative system will help each student arrive at his or her academic potential as well as develop responsibility and self-discipline. This combined effort of home and school assists the student in extending learning beyond the classroom and improving class achievement. With love, passion and high expectations, we inspire learning for each child. We build a global culture that embraces acceptance and resilience; creating the place you choose to be.

A. POLICY INVOLVEMENT

MWE holds monthly virtual MWE Café and annual Meet the Teacher and Open House Nights during which we review with parents Title I School requirements and the school's Parent and Family Engagement Policy. Additionally, the principal Mrs. Hernandez updates parents on school test data and adequate yearly progress status and facilitates a review of the school's improvement plan. At Meet the Teacher, parents are provided the opportunity to formally visit their child's teacher to become better informed about grade level expectation and their student's academic progress.

Parents will be invited virtually to participate in Student-Led Conferences at least twice a year to discuss their child's progress. Teachers may also schedule parent teacher conferences throughout the year.

MWE invites parents to participate in annual review and revision meetings during which they are encouraged to examine and discuss our School Improvement Plan and the Parent and Family Engagement Policy. The school's SDMC committees continually review school policy in an organized, ongoing, and timely way. An organized PTO has been established in our school to create a forum for parental input and involvement.

Mark White Elementary School communicates regularly with parents: regarding 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 ritual and routines pertinent to the academic success of our students. We use a variety of communication techniques, including but not limited to: MWE Weekly Google Site, School Event Calendars, Meet the Teacher, MWE Café, Open House, Title I School Policy, Title I

Compact, Parent Volunteers, PTO Meetings, School Website, MWE Social Media, Class Dojo, School Messenger, Progress Reports, Report Cards, and Student-Led Conferences, to encourage parent participation and deliver important information. This is done to create a productive dialogue between home and school concerning improved student achievement.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Student education is not only the responsibility of the teacher, but also of the parent and 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 to adhere to duties and responsibility which ensure student success. The Compact is reviewed and signed 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.

C. BULIDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to supports a partnership between the school, parents, and the community with the goal of improving student academic achievement, Mark White Elementary will do the following:

1. May aid the parents in understanding such topics as the state's academic content standards, the state's student academic achievement standards, and state and local academic assessments.
2. May provide materials and training to assist parents in working with their children to improve their child's achievement, such as literacy training and Parent Learning Labs.
3. Provide a VIPS Coordinator to help coordinate parental involvement.
4. May educate teachers, pupil services personnel, and other staff, with the assistance of parents, 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 hoe for the purpose of increasing student achievement. Over the course of the year, the

Title I Coordinator, PAC and the SDMC committee will take the lead in providing a multitude of opportunities for parents to become involved in our school.

5. May ensure that information related to school and parent programs, meetings and other activities are sent to participating parents in a format and language (to the extent that is practical) that parents can understand. Mark White Elementary has made it a practice to send home school correspondence in a variety of languages to ensure all information related to our school is understandable.

D. PARENTAL INVOLVEMENT REQUIREMENTS

Parents of all student, regardless of English proficiency, mobility, or disability, are 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, we will be able to aid all parents in helping their child to achieve academic progress. This type of support can come in the form of: interpretation of school documents in a parent's primary language, access to an interpreter for translation of important information at school wide meeting and events, access to an interpreter to provide translation in parent/teacher conferences, access to available parent resources in variety of languages, and opportunities to participate in faculty and staff training to better understand the culture of the students served.