



Parent and Family Engagement Policy

Almeda Elementary School is committed to the education of all children attending our school. We believe that parental and family engagement is essential in ensuring that our students are successful. We believe that when parents are involved in the academic process, school becomes more of a priority for their children. Our goal at Almeda Elementary is to produce responsible, analytical, and life-long learners. It is our vision to work collaboratively with parents, faculty and staff to ensure that all of the children in our community are successful. We pledge to maintain a good line of communication between school and home while providing ample opportunities for parental and family engagement throughout the school year.

A. POLICY ENGAGEMENT

1. Our school holds an annual Title I parent meeting at the beginning of each year to review with the parents the Title I School requirements. We also hold a Title I parent meeting to review the school’s Parental and Family Engagement Policy. Parents are encouraged to become involved in the development, implementation, monitoring, and evaluation of the Title I policy.

2. Parents are invited to participate in a variety of Title I parent meetings and activities over the course of the school year. An Open House is held within the first 9 weeks of school to provide parents the opportunity to formally visit their child’s class and become better informed about grade level expectations and how they can support their academic progress. Coffee with the principal parent meetings will be held monthly. A minimum of four Title I specific parent meetings are scheduled per year during the morning and evening hours. These meetings provide opportunities for parents to receive information about services provided by the Title I program and upcoming parental and family engagement opportunities. In an effort to meet the needs of our parents in their supporting role, reading and mathematics workshops and trainings are offered throughout the year. Childcare is offered on site for most of these events. Parents will be invited to participate in a parent-teacher conference at least twice a year to discuss their child’s progress. Parents may contact teachers to schedule conferences as needed. Teachers may meet with parents before school, during the day and afterschool in order to accommodate parent schedules.

3. Our school annually invites parents to participate in the review and revision of our School Improvement Plan, School, Parent, Student Compact, and the Parent and Family Engagement Policy. An organized PTO has been established in our school to create a forum for parental input and parental and family engagement. Our PTO connects our school to parental and family engagement resources.



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4. Our school communicates with parents concerning the state’s curriculum and assessment expectations, school wide requirements in relation to the delivery of instruction, techniques utilized to evaluate student work, and individual classroom routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our School Handbook, School/Grade level Newsletters, School Website, Communication Folders, School Messenger (phone call system), Parent/Teachers Conferences, Individual Notes/Phone Calls, SDMC Meetings, Open House, PTO Meetings, Title I Meetings, Parent Workshops, Family Learning Nights, Report Cards, Benchmark results, Surveys, etc. to encourage parent participation and deliver important information in hope of creating productive dialogue between home and school concerning student achievement.

5. If the school wide program plan is not satisfactory to the parents of participating children, we, the school, will submit parents’ comments to the External Funding Titles I and II Departments and revise the plan as advised by the HISD Title I, Part A Parental and Family Engagement Program Administrator and other district designees as advised.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

6. The education of a student is the responsibility of the teacher/school and the parent of the child. To outline these responsibilities, a Parent-School Compact has been developed and is utilized in our school. This document serves as an agreement between the school and the parent of their respective duties and responsibilities to ensure the success of the student. Almeda Elementary School will provide high quality curriculum and instruction in an effective learning environment. Parents are responsible for supporting their child’s learning, such as monitoring attendance, homework completion, environment where homework is done and participation in their child’s school. These compacts are dispersed school wide in an effort 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 ENGAGEMENT

7. Our school will provide assistance to the parents in the understanding of the state’s academic content standards and state student academic achievement standards, state and local academic assessments as needed throughout the year. Information will be provided to help parents monitor their child’s progress and improve achievement. Trainings and workshops will be scheduled to help parents work with their children to improve achievement, as stated in the Policy Engagement section of this document.



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8. Faculty and staff members will be aware of educational research on parental and family engagement. Parental input will be solicited throughout the year through Title I parent meetings, surveys, etc. This information will be utilized by the school's Administrative Team to strengthen the tie between the school and home for the purpose of increasing student achievement. The school's parental and family engagement committee will take the lead in providing a multitude of opportunities for parents to become involved in our school over the course of the year in order to take full advantage of the benefits that come with active parenting.

9. Due to the volume of paper sent home from the school, written information is as compact and concise as possible. Almeda Elementary has made it a practice to send home school correspondences in English and Spanish to ensure all information is in a language parents can understand. Translators are available to assist with all Title I parent meetings and parental and family engagement events and all necessary resources are translated.

10. 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 provided the opportunity to be involved in their child's school environment. If a special need is identified that would help a parent to more fully understand the educational process and academic progress of his/her child, assistance will be provided to the parent. This includes interpretation of school documents in a parent's primary language, providing a translator to translate information at school meetings, events, parent/teacher conferences, participating in faculty and staff training to better understand the culture of students served, and providing easier accessibility to parents and/or students with disabilities.