ANDERSON ELEMENTARY SCHOOL
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Ms. E. Tran, Principal
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Parent Family Engagement Policy

For scholars to demonstrate success and academic achievement, parents, guardians, and all concerned stakeholders must be actively involved in their educational process. Anderson Elementary developed this policy to describe how we involve parents and other stakeholders in the development of the policy and the school-parent Compact; to help parents and guardians assist their children in achieving academic success in school; and to ensure parents with limited English proficiency or disabilities can actively participate in their children's education. This policy was developed with the assistance and approval of the parents of children participating in the Title I program.

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 an annual Title I meeting each school year to review with parents Title I School requirements and the school's Parent Family Engagement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and facilitates a review of the school's improvement plan.

2. **Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.**

Parents are invited to participate in a variety of meetings and activities over the course of the school year in person or virtually. An Open House is held in September to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and their scholar's academic progress. Formal trainings and workshops scheduled throughout the year are guided by parent input and vary in date and time. In cases in which transportation is a barrier for a parent to become involved in our school, the Administrative Team makes special arrangements to link that parent to needed resources and events.

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

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We also hold an additional monthly meeting that the principal hosts (coffee with the principal). During this meeting, parents have an opportunity to bring up topics of concern and provide suggestions for solutions. These meetings will be held on campus and virtually this year.

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 parent family engagement policy.**

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Family Engagement Policy.

B. Shared responsibilities for high academic performance of students.

Shall provide information regarding school educational standards, 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 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. The campus counselor, along with the school's Title I Coordinator, will take the lead in providing a multitude of opportunities for parents to become involved in our school over the course of the year to take full advantage of the benefits that come with active parent involvement.

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 Pre-K classes. On-campus activities are plentiful throughout the year, and parents are encouraged to attend these events as often as possible.

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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 the 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 as concise as possible. Anderson Elementary has made it a practice to send home school correspondence in English and Spanish to ensure all information related to our school is understandable.

D. In carrying out the parental involvement 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 scholars, regardless of English proficiency, mobility, or disability, are an important part of our learning community. All parents are allowed to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to understand the educational process and the academic progress of his/her child more fully, assistance will be provided to that parent. This type of 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, participating in faculty and staff training to better understand the culture of the scholars served, providing easier accessibility to parents and/or students with disabilities, etc.