

Denton Elementary School
School Parent Engagement & Involvement Policy

What is Title I?

Denton Elementary School is one of 16 Davidson County elementary schools identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA), which provides financial assistance to schools to meet the needs of at-risk students. The goal of Title I is to provide an additional layer of instructional services and activities that support students in meeting the state's performance standards. Title I programs must be based on effective means of improving student achievement and include strategies to support parent involvement. All Title I schools must jointly develop a written parental involvement policy with all parents.

In compliance with Section 1118 (a)(2), of ESEA, Denton Elementary School agrees to implement the following requirements of the Elementary and Secondary Education Act (ESEA):

Section I: Involvement of Parents in the Title I Program

Denton Elementary School (DES) will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring parents:

- play an integral role in assisting their child's learning;
- are encouraged to be actively involved in their child's education; and
- are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

DES involves parents in the Title I program at school and informs them of their rights to be involved in planning, improvement, and reviews through the following practices:

1. Holding an Annual Public Meeting/Curriculum event, in conjunction with our Back to School Open House, that disseminates information on the Title I program, Read to Achieve updates, local school level Title I plan for the academic year, school level intervention staff, how parents can be involved, an update on the state of our school, and grade-level specific academic curriculum and State performance standards.
2. Offering a flexible number of meetings for parents that include but are not limited to:
 - A. Family curriculum nights held at varied times and days to inform parents and provide resources to strengthen the home-school connection;
 - B. Back to School Open House held prior to the start of the academic year;
 - C. Parent conferences scheduled and held at least twice yearly, and other times as needed, at times convenient to parents, including after work hours for working parents;
 - D. Teacher availability to parents by appointment in the early morning, during the school day, late afternoon, and early evening; and
 - E. Parent Teacher Organization (PTO) meetings and events.
3. Surveying parents as part of the annual Comprehensive Needs Assessment and using the results to address any identified barriers to parental participation and engagement in the Title I program and as a partner in their child's education. The Comprehensive Needs Assessment is conducted each spring and is, along with survey results from students and staff, and school performance data, the foundation for the development of the Title I Intention for Services and analysis of the effectiveness of Title I services.

4. Representation and input in district Title I program through a school-wide parent representative on the District Parental Advisory Council (DPAC) and participation in DPAC meetings.
5. Representation and involvement in the school-based Parent Teacher Organization and PTO sponsored events.
6. Participation in the Parent Advisory Council meetings held quarterly by the principal to solicit feedback and input in school-level programming and matters.
7. Participation and involvement in the school improvement planning process, development, implementation and monitoring as a parent representative on the School Improvement Team.
8. Timely information and communication about Title I programs and school-based academics, as well as resources to strengthen the home-school connection through:
 - A. Weekly School Messenger messages to parents about school activities;
 - B. Parent conferences, quarterly progress reports and report cards for parents to obtain information on student academic progress and voice any academic concerns;
 - C. Intervention program offerings, progress reports, and consent forms sent home in a timely manner; and
 - D. Daily Class Dojo communications informing parents of student classroom behavior and allowing parents to communicate with teachers at any time.

Section II: Student-Parent-Teacher Compact

DES distributes a Student-Parent-Teacher compact to parents of all students at the beginning of the school year, generally at the Back to School Open House. The compact outlines how students, parents, and the entire school staff share responsibility for improved student academic achievement and success. The compact, also discussed at the annual public meeting, describes the specific ways DES and families will partner to help children achieve North Carolina's high academic standards. It addresses the following required items, as well as other items:

1. The school's responsibility is to provide high-quality, rigorous curriculum and instruction.
2. The ways parents will be responsible for supporting their children's learning as a partner in their education.
3. The importance of ongoing communication between parents and teachers through parent-teacher conferences, reports on student academic progress, access to staff (via email, Class Dojo, telephone), and opportunities for parents to volunteer.

The compacts are sent home with students at the beginning of the academic year, signed by parents, and returned to school where they are kept on file. The principal, student and teacher also sign the compact. As noted previously, the compact is also discussed at the annual public meeting in September each year. A copy of the compact may also be found on the school website.

Section III: Building Capacity for Involvement

DES provides parents with assistance in understanding North Carolina's academic content standards, assessments, and how to monitor and improve the achievement of their children. We also provide parents with materials and training to help them work with their children to improve their children's achievement. In addition, DES educates staff members about the value of parent contributions and how to work with parents as equal partners. DES accomplishes these things through, but not limited to, the following practices:

1. Formal and informal parent conferences, at least two (2) per year, and communication to discuss student academic progress, quarterly and common formative assessments, student strengths and needs, areas for intervention or acceleration, and student behavior.
2. Parent engagement workshops/curriculum nights led by teachers to help parents understand the North Carolina Standard Course of Study content standards/concepts, and provide strategies on how to best support their children academically at home.
3. Building community partnerships with area churches, the local public library, Communities in Schools, the Town Council, area preschools, and other local governmental entities to provide various supports that address whole family needs, such as:
 - A. Project Santa – held in cooperation with local churches to provide needy students with winter coats.
 - B. Weekend Bites– held in partnership with area churches to provide non-perishable food stores on a weekly basis for families in need
 - C. Thanksgiving Holiday Assistance – provided through the support of the community
 - D. One Book One School – a school-wide program to promote reading and reinforce the importance of parents reading with their children by providing a book for each student to read with his/her parents, and with the rest of the school.
 - E. Pre-K to K Transition – an effort provided in cooperation with area preschools to give pre-K children transitioning to kindergarten exposure to school-related activities, experiences, and schedules to ease the transition from pre-K to kindergarten.
 - F. Partnership with the South Davidson Youth Sports (SDYS) – DES partners with the SDYS in a variety of different ways. The school offers use of its facilities at no charge to the SDYS for sports activities, as well as promotional space during family nights. In addition, SDYS coaches promote the importance of academics as part of their sports programs.
4. Providing a Parent Resource Center that allows parents to access resources to assist them in supporting their children's education and academic improvement. The Parent Resource Center is accessible to all parents during the school day and during family engagement nights.
5. Teachers receive professional development on required and recommended resources to enable them to work with parents. In addition, all staff view parents as equal partners in their children's education.