

Harper Elementary School

Parent and Family Engagement Policy

HISD MISSION & VISION STATEMENTS

Mission

In collaboration with our families and community, Harper ISD will provide a safe, caring, and challenging educational environment. Staff members are valued for their individual contributions, and students are supported to rise to high expectations of individual excellence.

Vision

Harper ISD will foster a culture of excellence that prepares all students for postsecondary success and will inspire a culture of performance excellence and foster academic price.

STATEMENT OF PURPOSE

Harper Elementary School is committed to the goal of providing a quality education for every child in this school. We want to establish partnerships with parents and the community because we recognize that school and the home cannot be looked at as separate entities; families and schools must collaborate to help our children graduate as critical thinkers and problem solvers. We want our students to know and understand how to be successful citizens so that they can positively compete as well as contribute to this global society.

Harper Elementary School shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 116 subsections © through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116(b)(1) & (e)(5)

POLICY INVOLVEMENT

Harper Elementary School holds an annual meeting at the end of June to review with parents the Title I Program, School-Parent Compact for Achievement, and the Parent & Family Engagement Policy. This meeting is to inform parents of their school's participation and explain the rights of parents/families to be involved. It is an opportunity for parents and community members to get an overview of the school and discover the school's mission and vision. In addition, the principal presents to parents an update on school test data, campus report card status, and facilitates a review of the School Improvement Plan.

Harper Elementary School keeps our parents informed through several means of communication. Due to the hectic and varying schedules of our school family, efforts are made to provide training opportunities

to parents via links on our school's website making information accessible twenty-four hours a day. Parents can follow their child's grades/attendance using the Parent Portal and can request parent-teacher conferences to discuss their child's progress. Parents are invited to participate in a variety of meetings and activities over the course of the school year at flexible times such as PTO meetings, open house, and special school events. Our school often communicates with parents about 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 rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as:

- School Handbook
- PTO Newsletter
- Home School Connection Newsletter
- School Website
- Marquee Sign
- Social Media: Facebook
- Parent/Teacher Conferences
- ARD/504 Meetings
- Family Nights
- Surveys
- Open House
- Daily Folders, Progress Reports, and Report Cards
- Benchmark Tests (mClass, Amplify Reading, Istation, etc.)

We solicit parent participation and want to deliver important information in hopes of creating productive dialogue between home and school to improve upon student achievement.

Parents and families will be provided with a description and explanation of the curriculum(s) used at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. In addition, if requested by parents, we will host 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 such suggestions as soon as practicably possible.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

The education of a student is not only the responsibility of the teacher, but also of the parent and child. For this reason, a School-Parent Compact for Achievement 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 by all at the beginning of each school year. This compact is 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.

The compact will inform parents of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under this part to meet the state's standards for academic achievement.

The compact will inform parents of their responsibility to support their child's learning by monitoring grades/attendance, maintaining proper discipline, and establishing a routine for assignment completion.

Parents will be encouraged to participate, as appropriate, in decisions relating to the education of their children, career/educational goals, and positive use of extracurricular time.

The compact will inform parents of the student's responsibility to work at their best ability to attend school regularly, be prepared and organized and to conform to the rules of the Student Code of Conduct.

The School-Parent Compact for Achievement will address the importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences during which the compact will be discussed as it relates to the individual student's academic achievement. Teachers will provide frequent reports to parents regarding their students' progress and be available to answer any parent questions or concerns.

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective engagement of parents and to support a partnership among the school, parents and the community to improve student academic achievement, the campus will build the schools' and parents' capacity for strong parental involvement by implementing the following activities, the school:

- Will assist parents of the children being served in understanding the TEKS, STAAR and the districts and school's assessments, and how to monitor a child's progress and work with educators to improve achievement of their children.
- Will provide materials and training to help parents work with their children, such as literacy training and using technology to foster parental involvement.
- Will educate teachers, pupil services personnel, principal 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.
- Will coordinate and integrate parental involvement programs, volunteering, and on campus activities of elementary students.
- Will 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 the parents can understand.
- Will provide reasonable support for parental involvement activities, such as parent resources that encourage and support parents to be involved.

Parents of all students, 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, 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, events, and parent/teacher conferences.

Comuníquese con la escuela para obtener ayuda con la traducción de este documento.