

***Thomas Holme Elementary School***  
**Parent and Family Engagement Policy**

***School Year 2019-2020***  
***Revision Date: {03/19/2019}***

In support of strengthening student academic achievement, **[Thomas Holme]** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **[Thomas Holme]** agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents 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
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

**DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT  
REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

**Section A: JOINTLY DEVELOPED**

**Thomas Holme** will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- Parents are involved in the development of the Family Planning and Engagement Policy by being invited to a winter meeting where they will be presented with the Comprehensive School plan and Budget in the winter of 2020.
- During the Spring 2020 meeting, parents are presented with the Parent Compact for discussion, revisions/ additions

**Section B: ANNUAL TITLE I MEETING**

**Thomas Holme** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- The initial meeting to disseminate information to parents is Back-to-School Night, in beginning of September 2019.

**Section C: COMMUNICATIONS**

**Thomas Holme** will take the following actions to provide parents of participating children with (1) Timely information about the Title I programs, (2) Flexible number of meetings, such as meetings in the morning or evening, (3) transportation, child care or home visits, as such services relate to parent and family engagement and may use Title I funds and (4) Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- 1) Family Handbook in September 2019.
- 2) Weekly Communication Folder w/ meeting reminders
- 3) Monthly Newsletter
- 4) Weekly Voicemail messages
- 5) Class Dojo reminders

**Section D: SCHOOL-PARENT COMPACT**

**Thomas Holme** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- Spring Title One Parent Meeting- invitations sent with RSVP's; agenda outlining the school-parent compact development

### **Section E: RESERVATION OF FUNDS**

**[Thomas Holme]** will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- During the Winter Title One Parental Input meetings suggestions will be taken from parents of what they felt was effective and what they'd like to see more of or done differently;  
Winter 2020

### **Section F: COORDINATION OF SERVICES**

**Thomas Holme** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool 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 by:

- Drama Club Parent Designer Team
- Performances by the Walnut Street Theater
- Recitals by Settlement Music Program
- Participating in Parent Piano Club
- Attending Kindergarten Open House
- Middle School Transition Meeting

### **Section G: BUILDING CAPACITY OF PARENTS**

**Thomas Holme** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

1. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
  2. Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
  3. Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
    - a) The challenging State's academic standards
    - b) The State and local academic assessments including alternate assessments
    - c) The requirements of Title I, Part A
    - d) How to monitor their child's progress
    - e) How to work with educators to improve the achievement of their child
- Parent Portal Access Workshop
  - Parent Volunteer Orientations
  - Report Card conferences
  - Multi-Tiered Support System (MTSS) meetings
  - Interim Reports Disseminated
  - Family Literacy Workshops

## **Section H: BUILDING CAPACITY OF SCHOOL STAFF**

**Thomas Holme** will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, 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 by:

- Parent Surveys
- Professional Development on best practices to use during parent/teacher conferences
- Use of Class Dojo creates on-going communication between school and home
- Family Literacy Events
- IEP meetings
- MTSS meetings (academic parent-teacher team meetings)

**Thomas Holme** will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- Parent Survey results
- Student Survey results
- Requested parent meetings
- Parent Concern forms
- Phone conferences
- Referrals for behavioral health supports

## **PARENT AND FAMILY ENGAGEMENT POLICY DISCRETIONARY COMPONENTS**

- To maximize parent and family engagement and participation in their child's education: by arranging school meeting at a variety of times and to conduct parent phone conferences for those not able to attend
- Adopt and implement model approaches to improving parent and family engagement: Purposeful approach by sending parent invitations with RSVP deadlines