

Dickinson Independent School District

Kenneth E. Little Elementary

Title I Parent Engagement Policy 2021-2022

STATEMENT OF PURPOSE

Kenneth E. Little Elementary is committed to the education of the children in our community. We feel parent engagement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. The vision of Kenneth E. Little Elementary is to see every KELES student achieve their dream of going to college, having a career, or enlisting in the military. It is our mission to provide for the whole child so the academic, emotional, and social needs of each child are met in order for all students to become a responsible, productive member of society. Our family welcomes and accepts the challenges of guiding children to their full potential. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of Kenneth E. Little Elementary will continue to focus on the importance of family involvement and community engagement in order to accomplish campus and district goals. Our campus encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open.

PARENT ENGAGEMENT POLICY DEVELOPMENT

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. Annually parents and school staff will work to revise and improve the Campus Parent Engagement Policies. The format and language of the policy is designed to be easily read and understood. Copies of the policy are available on the district's website in English and Spanish and are available to parents and other members of the community upon request.

ANNUAL CAMPUS MEETING

Kenneth E. Little Elementary will 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 explain the requirements of this part, and the right of the parents to be involved. Kenneth E. Little Elementary holds an annual meetings on August 26, 2021 and September 16, 2021 to review with parents Title I School requirements and the school's Parent Engagement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitates a review of the school's improvement plan.

FLEXIBLE NUMBER OF MEETINGS

Kenneth E. Little Elementary offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental engagement. Parents are invited to participate in a variety of meetings and activities over the course of the school year. An Open House is held in August and February to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectation and their student's academic progress. Parents can be involved by coming to several meetings and learning about what your child is doing at school and ways you can help them at home.

PARENT INVOLVMENT AND TIMELY INFORMATION

Kenneth E. Little Elementary will 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 parental involvement policy; Kenneth E. Little Elementary annually invites parents to participate in review and revision meetings to examine and discuss the Campus Improvement Plan and the Parent Engagement Policy. The school's parent council consistently reviews school policy in an organized, ongoing and timely way. Kenneth E. Little Elementary provides parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and if requested by parents, 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 suggestions as soon as practically possible. Our school communicates with parents often 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 our district handbook, campus website, classroom websites, communication folders, parent conferences, social media, individual phone calls, family nights, open house, benchmark results, fluency scores, MAP test data, state assessment data, reports card, progress reports, IEP meetings, PTA Meetings, LPAC meetings, survey data, and academic nights to solicit parent participation, suggestions, and opportunities for parents and families to participate in the education of their child in hopes of creating productive dialogue between home and school. Through these communicative measures, parents and families are provided with an explanation of the campus and district curriculum, the various forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

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 the child. For this reason, a Parent-Teacher-Student Compact 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 provided to all parents at during the third week of school. The compact is reviewed at student and parent conferences to remind each participant of their responsibilities. These compacts are 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.

BUILDING CAPACITY FOR INVOLVMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community, each school and local educational agency assisted under this part shall:

1. Provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement 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. This will be done at the campus by regular progress reports and report cards, parent teacher conferences, phone calls, curriculum nights in which parents can learn about techniques to use at home to promote regular study skills and learning about what assessments are used and how parents can help at home.
2. 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. This will be done at the campus by holding curriculum and assessment nights to communicate expectations at school and at home.
3. 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;
4. 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 (to the extent feasible and appropriate).
5. 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 extent practicable, in a language parents can understand.

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 students, regardless of English proficiency, mobility or disability, are considered to be 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 more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type 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, making available parent resource in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc. The Dickinson ISD Language Access Plan ensures timely, meaningful access for limited English persons to all district programs and activities. All personnel shall provide free language assistance services to limited English individuals whom they encounter or whenever a limited English person requests language assistance services. All personnel will inform members of the public that language assistance services are available free of charge to limited English persons and that the district will provide these services to them. The Dickinson ISD Internal Language Access Contact is Robert Cobb, Assistant Superintendent for Administration.

Any comments concerning Kenneth E. Little Elementary Campus Improvement Plan or Parent Engagement policy can be submitted to: Wendy Pineda, Parent Engagement Coordinator.