

Reviewed May 8, 2024

**Weimar Independent School District
Weimar Elementary School
Parent and Family Engagement Policy 2024-2025**

Weimar Elementary School is committed to providing quality education to every student in the district. Partnerships with parents and the community are essential to accomplish this goal. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. It is our mission to produce a community of life-long learners. It is our pledge to maintain a good line of communication from school to homes and our goal is to provide ample opportunities for parental involvement throughout each school year.

Title I regulations require that each school served under Title I jointly develop with a distribution 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 meeting each fall to review with parents Title I School requirements and the school's Parent Involvement Policy and Family Engagement Calendar. The principal also facilitates a review of the school's improvement plan. These meetings are held within the first six weeks of school.

- 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, child care, 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. An Open House is held in August, November, and April 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 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 afterschool to accommodate as many reciprocating parents as possible.

This year, these meetings, conferences, and activities will be held virtually.

- 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 parental involvement policy.**

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Involvement Policy. An organized PTO has been established in our school to create a forum for parental input and involvement.

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4. Provide 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 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, School Newsletters, School Website, Classroom Websites, Communication folders and agendas, Parent phone call system, Parent/Teacher Conferences, PTO Meetings, individual notes/calls home, Remind, Family Fun Nights, Surveys, Open House, Meet the Teacher Night, Mid-Term Progress Reports, Report Cards, benchmark results, fluency scores, and formal testing reports.

B. Shared Responsibilities for High Student Academic Achievement

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved 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 reviewed by all at the beginning of the school year.

C. Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

- 1. Shall 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.**

Progress tracking and individual student growth measures are shared with parents after STAAR benchmarks, STAAR testing, TELPAS assessments, and all state and local academic assessments.

- 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.**

Technology training sessions are held to familiarize parents with district instructional programs.

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- 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.**

Parental input will be solicited throughout the year in meetings, through surveys 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.

- 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 three full day Pre-K classes. The Learn and Play Room, provided by Parents as Teachers, facilitates a learning environment on campus, or virtually, and supports parents in preparing their children for school. Campus activities and field trips are plentiful throughout the year and parents are encouraged to attend these events as often as possible.

- 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 extent practicable, in a language parents can understand.**

Weimar Elementary has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. Four bilingual staff members assist our school with oral communication when necessary.

- 6. 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.

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