



Parent and Family Engagement Policy
Hawkins Mill Elementary School
School Year 2018-2019
Insert Revision Date: June 2018

*In support of strengthening student academic achievement, **Hawkins Mill Elementary School** 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).*

Hawkins Mill Elementary School agrees to implement the following requirements as outlined by Section 1116:

- Involve parents and families, 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 school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA)
- Convening for an annual Title I meeting, with a flexible number of meetings and times, to inform parents about the school's parent involvement programs and their right to be involved
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families 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 families with limited English proficiency, families with disabilities, and families 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 families understand
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency
- Provide parents with timely information about programs
- 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
- Parents and families will be provided descriptions and explanations of the curriculum and forms of academic assessments used to measure student progress
- Parents may request opportunities for regular meetings, and other reasonable support, to formulate suggestions and participate in decision making
- Parents and families, to the extent practicable, shall be provided full opportunities for the participation of parents with limited English proficiency, disabilities, and of migratory children,
- Information and school reports are in a format in the language parents understand
- Assistance is provided to parents with understanding the State's academic content standards, student academic achievement, and local assessments



- Materials and training opportunities are provided to empower parents to work with their children to improve achievement
- Parental involvement and strategies are coordinated and integrated with parent involvement strategies under other programs
- Staff is educated with the assistance of parents as to the values and contributions that parents can make to improve student achievement
- Parents are encouraged as partners to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities
- As a component of the school level parental involvement policy/plan, the parent-school compact, jointly developed with parents, describes how parents, the entire school staff, and students will share the responsibility for improved student achievement and how the school and parents will build a partnership to help children achieve the State's high standards
- The compact describes responsibilities to provide high quality curriculum and instruction in a supportive and effective learning environment to meet the State's student academic achievement standards
- The compact describes ways parents and families will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom, and participating, as appropriate, in decisions relating to their children's education, and positive use of extracurricular time
- The compact addresses the importance of communication between teachers and parents on an ongoing basis. The compact has been discussed with parents at parent/teacher conferences, frequent reports have been provided to parents on their children's progress, and parents have reasonable access to staff, opportunities to volunteer and participate in their child's class and to observe classroom activities