



## Parent Involvement Policy of Paul Belton Elementary

### 1. Vision and Goals

The vision of Paul Belton Elementary is to develop multiple opportunities, through appropriate modes of learning, to prepare children for the changing world. Through communication with families the educational experience will help each child achieve their potential.

### 2. Rationale

It is the goal of Paul Belton Elementary to develop strong partnerships with the home. Parents and schools working as partners increase student achievement and develop positive attitudes about self and school. The key factor in the home-school partnership is the relationship between the teacher and the parent. Teachers are professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of their children. Organizational support from the school board, district administrators, and building principals enables teachers to effectively develop the partnership.

The intent of this policy is to result in consciously doing those things already in practice in a more efficient, consistent and effective manner as well as generating new ways of strengthening the partnership.

### 3. Policy

The partnership between home and school will be supported by:

1. The development of an infrastructure to continually assess, plan and implement strategies that build the partnership.
  - a. A campus committee of parents, teachers, and administrators to guide overall program efforts and serve as a home-school partnership network.
  - b. Coordination of activities through the staff development system in areas of teacher inservice, assessment of teaching strengths, and communication with parents toward creation of the best possible learning experience for each child.
2. Self-study of parental involvement practices by teams of parents, teachers and the administrator in each school using the following seven basic principles considered essential to home-school partnerships.
  - a. Every aspect of the school climate is open, helpful and friendly.

- b. Communications with parents (whether about school policies and programs or about their own children) are frequent, clear and two-way.
- c. Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
- d. Parents are encouraged, both formally and informally, to comment on school policies and to share in the decision making.
- e. The principal and other school administrators actively express and promote the philosophy of partnership with all families.
- f. The school encourages volunteer participation from parents and the community at large.
- g. The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.

Paul Belton Elementary and staff will provide leadership in the development of clear avenues of parental involvement. Full realization of the partnership will be achieved through the on-going commitment and active participation by both home and school.

### **Parent Involvement Policy (2023-2024 Addendum)**

The staff at PBE, with the support of state and federal programs such as Title I, seeks to involve parents in an effective home-school partnership in order to provide the best possible education for our students. These parent involvement activities are integrated into the school master plan for academic accountability.

#### **1. Regular Communication with Parents**

In order to build consistent and effective communication between the home and the school and to train teachers and administrators to communicate effectively and in a timely manner with parents regular communication will include the following:

- New Year's Party
- Regular School Newsletters
- Classroom Newsletters
- Yearly Parent Conferences
- School Assemblies (Parents Invited)
- Interim Progress Reports
- School Web Site
- Parent-Teacher Compacts
- Nine Weeks Report Cards
- Teacher Welcome Letters
- School Calendar

**Title I Parent Meetings:** Annual Title I Meetings for the parents of children designated in the Title I program will be held to inform parents of the school's participation in the program and to explain its requirements and parent's right to be involved. Parents of students participating in the Title I program are encouraged to help organize, plan, and review, the Title I programs for improvement purposes. Regular meetings provide opportunities for parents to formulate suggestions that the school site will consider.

## **2. Parent Trainings:**

These are opportunities to help parents develop skills to use at home that support their children's academic efforts and social development. They provide parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.

- Community Resources
- District Standards and Assessment
- Parent Involvement Newsletter
- English as a Second Language classes
- At-Risk Issues
- Homework/Skills Training

## **3. Parent Support:**

### **A. Homework**

Homework is assigned as necessary as serves a number of purposes: to practice and extend classroom learning, to develop responsibility and work habits, and to provide parents an opportunity to interact with their children and their education. Parents can support the school and their child's success by helping with homework in the following ways:

1. Help your child get organized.
2. Agree upon a regular study time and stick to it.
3. See that your child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, phone, family noise, etc.)
4. Ask to see what your child has done each day and make sure you look in their daily folder for information from the school. Show interest in what he or she does at school.
5. Contact the teacher if your child has difficulty understanding an assignment. Our goal is to help your child reach grade level standards and beyond.

## B. Citizenship and Student Behavior

Students are to display good citizenship in the cafeteria, on the playground, on the bus, and in the classroom. Staff and parents should work together to help children understand the meaning and importance of good citizenship.

Specific rights, rules and responsibilities regarding student behavior are detailed in the Student/Parent Handbook and the Student Code of Conduct.

Each student is provided with a copy of this handbook at the beginning of each school year.

## C. Parent Visitations

A wonderful way to show your child you are interested in his/her life at school is to visit the classroom, and the school welcomes any parent who wishes to help or simply observe.

The following visitation guidelines will help minimize disruption of the class.

1. Schedule your visit with the classroom teacher and school office in advance, if possible.
2. Leave younger children at home, to lessen distractions if possible unless arrangements are made with the teacher.
3. The day you visit, stop by the office to sign in as a visitor and receive a visitor's pass.
4. When in the classroom, do not engage the teacher in conversation that would prevent him/her from supervising and interacting with the students.
5. Before leaving campus, please check out through the office.

## D. Parent Participation

Parents are urged to involve themselves in one or more school or district committees. These committees meet to plan for student activities and academic programs, to discuss parent and staff concerns, to approve categorical program budgets, and to enhance parent understanding and skills. Without parent participation, our many extra programs could not exist, and our students would not be nearly so successful. Notice about meetings and activities will be sent home regularly. Parents wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.

