

# J. R. Perez Elementary School Parent Involvement Policy

(Updated 2010)



## Perez Elementary Parent Involvement Policy

As per Public Law 107-110, the *No Child Left Behind Act*, Perez Elementary has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to make the most of the opportunities for all parents to participate in ways that will help all children to be successful in the State's academic content and academic achievement standards and also to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, Perez Elementary's decision-making team members which includes parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school.

Specifically, we have included opportunities in the following areas: (required areas)

1. Development, evaluation, and revision of the parental policy
2. Purpose, evaluation and revision of the School-Parent Compact
3. Opportunities for all parents to be involved in decision-making for designing, implementing, and evaluating our school-wide program (our educational program)
4. Informational meetings, regarding our Title I, Part A participation, school-wide objectives and program plan/CIP, state assessments and proficiency expectations, and accountability measures for the school
5. Training sessions to build parents' abilities to assist their children
6. Opportunities to be advised of students' academic achievement progress in a timely manner and opportunities for discussing measures to assist students not meeting expectations
7. Opportunities to be involved in instructional activities.
8. Opportunities to be involved in designing/offering suggestions for staff development for school personnel in ways to value parents and to reach out to more parents, ensuring greater potential for staff to work with parents as equal partners.
9. Description and explanation of the curriculum in use, local assessments to measure student progress, and the proficiency level students are expected to meet
10. Evaluation of the Parent Involvement Policy and the effectiveness of involvement activities
11. Increased and timely communication regarding the qualifications of the specific instructional staff who works with your child.

The staff at Perez Elementary School invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Melba Rita Franco at (361) 592-8511 or email mfranco@kingsvilleisd.com to give us your suggestions or to discuss opportunities for you to work directly with us.

**Section 1: The Parent Involvement Policy & The School-Parent Compact: Development, Evaluation & Revision Timeline**

| <b><u>Development:</u></b>   | <b><u>Activity:</u></b>   | <b><u>Progress Check</u></b> |
|--|---|------------------------------|
| September –2004 Parent Mtg.<br>And every August thereafter         | <ul style="list-style-type: none"> <li>Disseminate policy draft to all parents for input</li> </ul>   | ✓                            |
| October 2004 and every October thereafter                          | <ul style="list-style-type: none"> <li>Site-Based Decision Making Committee (SBDM) &amp; parent advisory reviews parent input and edits existing policy, as needed</li> </ul>   | ✓                            |
| <b><u>Evaluation:</u></b>  | Overall evaluation of the parent involvement policy, to be conducted with the involvement of parents, is to determine the effectiveness of the content and activities included in the policy for improving the academic quality of the school and for identifying barriers to greater participation, especially for parents of special populations' students. | ✓                            |
| At the close of each formal meeting or training                    | <ul style="list-style-type: none"> <li>Prior to closure of each training or meeting, participants will be asked to evaluate the session in regard to the value of the content and to offer suggestions for improvement</li> </ul>   | ✓                            |
| April 2005<br>And every April thereafter                           | <ul style="list-style-type: none"> <li>For parent involvement in classroom visits and other instructional activities, parents will be asked to complete an <u>annual survey</u> to evaluate the opportunities they have had to participate in these types of activities (See example in Appendix A)</li> </ul>  | ✓                            |
| By April – 2005<br>And every April thereafter                      | <ul style="list-style-type: none"> <li>The parent advisory and members of the Site-based decision-making committee will disseminate a formal one to two-page evaluation regarding the value and effectiveness of opportunities for involvement provided to parents throughout the year and for the school-parent compact (See example in Appendix)</li> </ul> | ✓                            |
| <b><u>Revision:</u></b>  | The campus must use the findings of the evaluation to revise, if necessary, the existing policy to improve and increase the opportunities to involve parents in the life of the school.   |                              |
| On or before end of May – 2005<br>And every May or June thereafter | <ul style="list-style-type: none"> <li>The parent advisory and SBDM members will review individual session evaluations and returned surveys to revise the policy for the upcoming school year</li> </ul>  | ✓                            |
|  | <ul style="list-style-type: none"> <li>The School-Parent compact will be revised, as appropriate, from responses to the annual evaluation and/or through meetings conducted/conferences held with parents.</li> </ul>   | ✓                            |
| <b><u>Dissemination of Revisions:</u></b>                          |   |                              |
| By August 2005 and every August thereafter                         | <ul style="list-style-type: none"> <li>Perez Elementary will disseminate the Parent Involvement Policy and the School-Parent Compact through their inclusion in the Student Handbook disseminated annually to all parents within the first six weeks of the new school year.</li> </ul>   | ✓                            |

## **Section 2: Parent Participation in Decision-Making – Schoolwide Planning (Design, Implementation, & Evaluation)**

### **1. Site-Based Decision Making:**

Perez Elementary conducts site-based decision-making meetings in the school's library at the end of the 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> six weeks period. Parents will be notified of the meetings via a parent memo sent home prior to the meeting(s). We encourage parents to attend these sessions, and, at the close of each session, we will ask for input from the audience on topics discussed. If parents would like to offer topics for discussion at these meetings, please contact Melba Rita Franco, and these items will be placed on meeting agendas for future meetings as soon as possible.

We encourage parents to participate as voting members of this committee, and interested parties should call Melba Rita Franco at 361-592-8511.

In addition to encouraging participation at these meetings and to ensure that we make every effort possible for all parents to learn about the actions/decisions of the committee, the SBDM will disseminate this information through the following:

- Summarized in school newsletter, Perez Panther Newsletter, and to included "Principally Speaking" article from the principal to be sent out every six weeks at the beginning of the new six weeks.
- Project KEEP Conferences (Held at end of the first six weeks only in teacher's classroom)
- Parent Conferences (Held as needed/requested with teacher and/or principal)
- PTA meetings (Held 2 times per semester in the cafeteria)
- Website

### **2. Review of the Campus Improvement Plan / School-wide Program Plan**

In addition to the above opportunities, the school's improvement plan, which clearly defines our efforts to improve our educational program, is available upon written request, and as soon as possible, we will send a copy of the plan to persons requesting the plan.

Or, if parents wish, they may contact the principal for a time to come to the school to review a copy of the plan. Translators, a place for reviewing, and note-taking materials will be provided to parents who choose to review the plan at the school. To ensure that we provide parents this time and materials, we request that parents make appointments. As well, we encourage parents to contact the school office for more information at 592-8511.

### **3. Annual Parent Meeting**

Each year, Perez's Site-Based and Decision-Making (SBDM) Committee will host a meeting to discuss the school's participation as a Title I, Part A school-wide program. Translators will be available, as needed, and the schools will accommodate the needs of disabled parents, as well. We will address the following topics:

- The requirements of the school for planning and goal setting

- Our school's accountability data, State assessments, and proficiency expectations for students on these assessments
- A summary of our school's prioritized needs and the objectives in our school-wide program plan to address identified needs and those to address achieving our vision
- A summary of the major initiatives of our educational program
- An explanation of the curriculum in use and local assessments, including the levels of proficiency students are expected to meet (when applicable)
- A review of the parent involvement policy and the school-parent compact

At this annual meeting, parents will be invited to offer suggestions for improving the educational plan, as per the requirements of the *No Child Left Behind Act of 2001*. In a follow-up meeting with the site-based decision-making team, members will address and act on, as appropriate to the school's goals, the suggestions parents have offered.

### **Section 3: Parental Involvement Opportunities**

In addition to involving parents in the decision-making process, Perez Elementary will offer the following for parents: (1) opportunities to build their capacities to assist their children with academic needs; (2) opportunities to be involved in the instructional program, either as observers or as volunteers; and (3) opportunities to offer suggestions for the staff's professional learning opportunities to build the school's capacities to work with our parents as equal partners.

#### **1. Building Parent Capacities To Help Children**

- Parent conferences/meetings to share mutual expectations for students at each grade level (Project KEEP Conferences in October and as needed/requested.)
- School newsletters that outline special projects and provide opportunities for parents to assist their children at home (Sent home at the beginning of the new six weeks) and to include information from the principal
- Special Programs Newsletters: (G.T. Newsletter sent home one per semester, ARI Program Notification Letter sent home prior to student participating in program – around October of each school year)
- *Parent Literacy Night with KISD Family Involvement Center (one a year), Scholastic Book Fairs (one per semester), Volunteers in Public Schools (VIPS) Program (all year), Open House (held first month of school year), Science Fair (held in February/March of each year), and Homework logs/homework assignments sign-offs sent home daily by teachers. Information on these will be disseminated via parent memos, flyers, postings at school, school P.A. announcements, etc.)*
- Review and revision of the School Parent Compact during Project KEEP conferences with the parent and teacher(s) (included in Appendix B)

#### **2. Communicating Student Academic Progress**

To provide parents with timely information about their children's academic performance, we offer multiple activities, and we encourage parents to call for conferences with their

children's teachers during the teachers' conference periods any time during the school year.

Measures we make use of to communicate formally with parents regarding their children's academic progress include the following:

- Open House, 6:00-7:00 p.m., held within the first month of school – Parent memo sent home, newspaper notification
- Project KEEP (report card & School-Parent Compact) Conferences – at end of the first six weeks, parent letter sent home as to time and place (School-Parent Compact defines teachers', parents', and students' responsibilities for learning.)
- Parent Conferences, as student data call for, or as requested by teacher and/or parents... Daily teacher conference periods, when teachers are available to confer with parents (Please call ahead to ensure that records for review are readily available and to ensure availability of the teacher and/or the principal)
- Meetings with parents and/or program notification letters of/for students required to participate in the Optional Extended Year/Day Program / Summer School held in May prior to end of school year
- Three-week, written progress reports for students at-risk of failing
- Special Programs Referrals (Response to Interventions [RTI], Gifted and Talented, Speech, and 504 where teachers/counselor makes contact [conferences or home visits] with parents as needed in order to facilitate the process for program placement)

### 3. Volunteering and/or Observing the Instructional Program

We encourage parents to participate as volunteers (Kingsville I.S.D.'s Volunteers In Public Schools Program-VIPS) working with students and/or teachers, as observers in the classroom, sponsors of instructional activities, assisting teachers with the preparation of instructional materials, running off copies, tutoring students, reading to/reading with students, reading to groups of students, working one-to-one with a student with manipulatives, etc. If parents choose to participate in any of these opportunities, please call Perez's Librarian, Trudy Gardiner at 361-592-8511 to learn how to participate in such activities.

Please note: All parent volunteers who work with students fall under the same requirements as classroom teachers – they must undergo a background check and TB test. **Please** do not let this matter keep you from volunteering – even teachers must go through these checks to ensure the safety of all of our children!

### 4. Building School Staff Members' Capacities To Work with Parents as Partners

The school staff seeks ways to improve their abilities to work with parents as equals. To assist us in this endeavor, we currently do the following:

- At SBDM meetings, parents and staff discuss ways to work more effectively with parents
- Staff attends staff development in the area of parental involvement/training
- KISD's Family Involvement Center provides collaborative efforts and support to help teachers work with parents
- Informally seeks input from parents during conferences and other such meetings.

- Gathers suggestions from PTA meetings to obtain information such as barriers (things) that prevents parents from participating.

**Formal Parent Input:** Annually on a formal basis, the school sends out a survey (See Appendix A to all parents. One question specifically asks for parents' input on barriers and another requests input for staff's growth opportunities to help us work more closely with parents and to reach out to those parents who seldom participate in their children's education. We urge parents to complete the survey and offer ideas to help us help parents and to work with parents equally in educating all of our children.

#### **Section 4: Curriculum**

The state of Texas has developed a required curriculum that must be taught in Texas schools – Texas Essential Knowledge & Skills (TEKS). TEKS is the foundation of the curriculum at Perez Elementary. Mastery of the content standards, apart from informal assessments and unit tests given in individual classrooms, is evidenced in the results of the Texas Primary Reading Inventory (TPRI) for grades 2-3 and the Texas Assessment of Knowledge and Skills (TAKS) in grades 3 – 4. On our campus, areas currently tested by the TAKS include reading, math, and writing.

With reading as the foundation of students' understanding for all content subjects, our school has taken a curriculum/instructional content is based on the Texas Primary Reading Academies in grades 2 & 3 and CSCOPE based on the Texas Essential Knowledge & Skills for grade 4. Students also attend Accelerated Reading Instruction sessions and TAKS tutoring sessions when appropriate.

In mathematics, Perez Elementary focuses on grade level TEKS, instructional strategies using multi-sensory approach and attend CSCOPE Rollout Training/staff development for the Improvement of Mathematical Skills. Teachers use computer based instruction, such as the A+ Math Program, Accelerated Math (AM), Study Island, etc. to focus on individual students' needs and weaknesses.

#### **Section 5: Local Assessments**

In addition to the TPRI, ITBS and TAKS, Perez Elementary uses other assessment measurements to determine the progress of our students in mastering the state's content standards and to guide instruction and professional development. Certain assessments will be administered through out the school year for special program identification, placement, and/or services.

**Informal Assessments:** These assessments include benchmark assessments, observational records, portfolios, academic checklists. These assessments are closest to the day-to-day routine of teaching and learning, and the results of these assessments assist the staff in making changes to instruction for both content and the way they deliver instruction.

**Formal Assessments:** These assessments tell teachers and parents how children are doing in comparison with other students and/or how well students are doing to master standards. (The results of these assessments are often expressed in percentiles.)

Informal and formal assessments administered at Perez include: TELPAS, Observational Protocol-Language, Texas Primary Reading Inventory, District Benchmarks for 4 core subjects, TAKS, TAKS-M, TAKS Accommodated, Woodcock-Munoz, Sages-2, LEP (math), etc...)

## SECTION 6: EVALUATION

### **Section 6: Evaluation of Parent Involvement**

The purpose of evaluating the parent involvement policy and activities for involvement is four-fold:

1. To improve the educational program at Perez Elementary School – Kingsville ISD
2. To evaluate the effectiveness of the policy and activities to increase parent involvement in meaningful opportunities to participate as our partners
3. To identify barriers to parent participation, especially for the parents of special populations students
4. To improve our efforts to work with all parents through continuous revision and improvement to the PI policy.

To assist us in this evaluation process, the decision-making team which includes parent representatives will determine procedures for evaluating activities and for collecting data, which will be reviewed at the end of school year. This review will provide direction for our improvement efforts in increasing and improving parent involvement

Additionally, with the input of parents serving on the SBDM, Perez will disseminate an annual survey to all parents regarding the overall effectiveness of our efforts to work equally with parents. Examples of such evaluations are included in the Appendices.

For this current year’s policy, the tables on the following pages outline how we will evaluate the this current year’s parent involvement activities

| <b>SECTION 1: PARENT INVOLVEMENT POLICY &amp; COMPACT -- Development/Revision, Evaluation, and Annual Revisions</b> |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>ACTIVITY</b>   | <b>GOAL</b>  | <b>EVALUATION MEASURE</b>  | <b>EVALUATION MEASURE</b>   | <b>TIMELINE</b>                                   |  |
|   |  | <b>FORMATIVE</b>   | <b>SUMMATIVE</b>  | <b>FORMATIVE</b>                                  | <b>SUMMATIVE</b>   |
| Project KEEP Compact  | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Parent Involvement Policy   | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
|   |  |  |   |   |  |

**SECTION 6: EVALUATION**

| <b>SECTION 2: DECISION-MAKING – Parent Involvement in the Design, Implementation, and Evaluation of the CIP/SWP Plan</b> |   |  |   |   |  |
|--|---|--|---|---|--|
| <b>ACTIVITY</b>  | <b>GOAL</b>   | <b>EVALUATION MEASURE</b>  |   | <b>TIMELINE</b>                                   |  |
|  |   | <b>FORMATIVE</b>   | <b>SUMMATIVE</b>  | <b>FORMATIVE</b>                                  | <b>SUMMATIVE</b>   |
| Campus Improvement Plan Committee Meetings   | Increase parental support, understanding & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Site-Based Decision-Making Committee Meetings  | Increase parent awareness & involvement                                 | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| Annual Parent Meeting  |   |  |   |   |  |
|  |   |  |   |   |  |

| <b>SECTION 3: PARENT INVOLVEMENT OPPORTUNITIES, PART I – (1) Building Parents’ Capacities to Help Their Children</b> |  |  |   |   |  |
|--|--|--|---|---|--|
| <b>ACTIVITY</b>  | <b>GOAL</b>  | <b>EVALUATION MEASURE</b>  |   | <b>TIMELINE</b>                                   |  |
|  |  | <b>FORMATIVE</b>   | <b>SUMMATIVE</b>  | <b>FORMATIVE</b>                                  | <b>SUMMATIVE</b>   |
| Project KEEP   | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| School Newsletters   | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |

## SECTION 6: EVALUATION

|  |  |  |   |   |  |
|--|--|--|---|---|--|
| Special Program Newsletters (ARI, AMI, G.T.)   |  |  |   |   |  |
| Parent Literacy Night with KISD's Family Involvement Center, Perez PTA, & the Adult Literacy Council | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Scholastic Book Fairs  | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| Volunteers In Public Schools (VIPS) Program  | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Open House   | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| Parent Conferences   | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Science Fair   | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| Teacher Homework – Assignment Logs   |  |  |   |   |  |

### SECTION 3: PARENT INVOLVEMENT OPPORTUNITIES, PART 2 – (2) Communicating Student Academic Progress

## SECTION 6: EVALUATION

| ACTIVITY  | GOAL   | EVALUATION MEASURE(  | EVALUATION MEASURE  | TIMELINE  |  |
|---|--|--|---|---|--|
|   |  | FORMATIVE  | SUMMATIVE   | FORMATIVE   | SUMMATIVE  |
| Open House  | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Project KEEP  | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| Parent Conferences  | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Student 3 Week Progress Reports   | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| Admissions, Reviews, Dismissal (ARD) Committee Meetings                           | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| LPAC Meetings   | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| Accelerated Reading or Math Instruction (ARI or AMI) Program Notification Letters | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater               | During or after each activity                     | On or before End of May (school year) & every May thereafter |

**SECTION 6: EVALUATION**

|                            |  |  |   |   |  |
|----------------------------|--|--|---|---|--|
|                            |  |  | participation   |   |  |
| Special Programs Referrals | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
|                            | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |

**SECTION 3: PARENT INVOLVEMENT OPPORTUNITIES, PART 3 – (3) Volunteering In And/or Observing the Instructional Program**

| ACTIVITY                                    | GOAL   | EVALUATION MEASURE   |   | TIMELINE  |  |
|---|--|--|---|---|--|
|   |  | FORMATIVE  | SUMMATIVE   | FORMATIVE   | SUMMATIVE  |
| Volunteers In Public Schools (VIPS) Program | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Classroom/Campus Visits                     | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
|   |  |  |   |   |  |

**SECTION 3: PARENT INVOLVEMENT OPPORTUNITIES, PART 4 – (4) Building Staff Members' Capacities To Work With Parents As Partners**

|  |  | EVALUATION MEASURE | EVALUATION MEASURE | TIMELINE |
|--|--|--------------------|--------------------|----------|
|--|--|--------------------|--------------------|----------|

## SECTION 6: EVALUATION

| ACTIVITY  | GOAL   | FORMATIVE  | SUMMATIVE   | FORMATIVE   | SUMMATIVE  |
|---|--|--|---|---|--|
| Site-Based & Decision – Making Committee Membership | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Staff Development & Training                        | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| KISD's Family Involvement Center                    | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Parent Conferences                                  | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| Parent-Teacher Association (PTA) Meetings           | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
|   | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |

| SECTION 4: CURRICULUM – Communicating Specifics About the Curriculum in Use |      |                    |           |           |           |
|---|------|--------------------|-----------|-----------|-----------|
| ACTIVITY  | GOAL | EVALUATION MEASURE |           | TIMELINE  |           |
|   |      | FORMATIVE          | SUMMATIVE | FORMATIVE | SUMMATIVE |
|   |      |                    |           |           |           |

**SECTION 6: EVALUATION**

|                                 |  |  |   |   |  |
|---------------------------------|--|--|---|---|--|
| Parent Conferences              | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Parental Involvement Policy     | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| School / Curriculum Newsletters | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
|                                 | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
|                                 |  |  |   |   |  |

| <b>SECTION 5: ASSESSMENTS (LOCAL &amp; STATE) – Communicating Specifics About Assessments &amp; Expectations for Student Proficiency</b> |  |  |  |   |   |
|--|--|--|--|---|---|
| <b>ACTIVITY</b>  | <b>GOAL</b>  | <b>EVALUATION MEASURE</b>  |  | <b>TIMELINE</b>                                   |   |
|  |  | <b>FORMATIVE</b>   | <b>SUMMATIVE</b>   | <b>FORMATIVE</b>                                  | <b>SUMMATIVE</b>                          |
| Parent Conferences   | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference |

**SECTION 6: EVALUATION**

|  |  |  |   |   |  |
|--|--|--|---|---|--|
| Parental Involvement Policy                      | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
| School Newsletters                               | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school  | PTA Meetings, Parent Meetings, Parent Conferences | On or before End of meeting or conference                    |
| Parent Letters ( ARI, AMI, etc.) of Notification | Increase parent awareness & involvement                  | PTA Meetings, Parent Conferences, Surveys, Questionnaires          | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school & for identifying barriers to greater participation | During or after each activity                     | On or before End of May (school year) & every May thereafter |
|  |  |  |   |   |  |
|  |  |  |   |   |  |

## **APPENDICES**

## Appendix A: Evaluation Instrument(s)

### Perez Elementary School - Parent Involvement Evaluation

**Please Note:** The personal information requested in the next section is optional. We welcome you to complete as much as possible. We request your assistance in improving our parental involvement program and urge you to respond to the ten questions below the personal information.

Name: \_\_\_\_\_ # of students you have currently enrolled at Perez: \_\_\_\_\_

Instructions: Please respond to the following by placing a check mark (✓) in the appropriate box.

|  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| 1. <u>Perez Elementary</u> has provided opportunities for parents to be involved in the decision-making process.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The number of opportunities for parent involvement has increased over the previous school year.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The school provided meaningful educational activities for helping parents to help their children.<br>The most meaningful session I attended was _____<br>on the topic: _____              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I was given the opportunity to participate in <u>implementation and/or assessment</u> of the Parent Involvement Policy and the School-Parent Compact.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The school provided information about my child's performance on state assessments / requirements that I was able to understand easily.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The school responds to parents' requests for training or services (Family Involvement Center located at Flato School Bldg.)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do barriers exist that need to be overcome to gain more parent involvement?<br>If yes, please describe here and offer suggestions for improvement: _____<br>_____<br>_____                | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I have ideas about activities I wish the <u>district/campus</u> would offer. (Please list below)<br>_____<br>_____  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I was given sufficient and flexible opportunities to talk with teachers about my child's progress (Parent conferences, teacher's conference times, telephone contact, parent notes, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I have suggestions for areas in which teachers need help so that they work better with parents. These include... (Please include your ideas below.)<br>_____<br>_____                    | <input type="checkbox"/> | <input type="checkbox"/> |

Perez Elementary School  
Parental Involvement Program Evaluation - Parent Survey

**Part I** Please indicate how many children your have currently attending our school: \_\_\_\_\_.

**Part II** Please indicate in which program(s) your child/children participates or has participated by placing a check in the middle box. In the third box, please indicate how many of your children participate in each program.

| Program/Service   | Check here if your child or children participate | Number of your children that participate in this program |
|---|--|--|
| Special Education (includes speech services)  |  |  |
| Gifted & Talented   |  |  |
| Bilingual /Title III (LEP & Immigrant students)   |  |  |
| Safe & Drug Free Schools Program (Red Ribbon Week Activities)   |  |  |
| Class Size Reduction Program  |  |  |
| Dyslexia and/or Section 504   |  |  |
| After school tutorials  |  |  |
| Accelerated Reading Instruction Program (ARI)   |  |  |
| Accelerated Math Instruction Program (AMI)  |  |  |
| Waterford Reading Program - Computer based instruction  |  |  |
| Technology - Use of technology (Computer Lab, AR, etc.)   |  |  |
| Counseling Services (includes character education within guidance lessons, individual/group sessions, parent/teacher conference, home visits, attendance monitoring, etc) |  |  |
| At-Risk Services (includes student identification, monitoring student progress, assist in intervention strategies, etc.)  |  |  |
| Migrant Services (medical/dental/vision assistance, school supplies, monitor student progress, transportation, etc.)  |  |  |
| Homeless Students Services (FIC Liaison & campus counselor)   |  |  |

**Part III** Please complete the following. If you would like more space, please use the back of the first page or the back of this page.

1. The **program(s)/service** that help my child/children most are \_\_\_\_\_ because\_\_\_\_\_.

*Examples: 1. Gifted & Talented Program - This program challenges my child to think about what he is learning.*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. The **program/service** I think needs improving is \_\_\_\_\_ because \_\_\_\_\_.

*Example: 1. Tutoring because the program is offered after school and my child has to ride the bus. Or 2. Safe & drug-free schools because I don't know how to determine if my child is using drugs.*

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3. The things the school is doing that **help my child/children** the most are...

*Example: 1. The teachers stay after school to help my child learn things better.*

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4. The things the school is doing to **help me** help my child/children include...

*Example: 1. The teachers contact me regularly to tell me how my child is doing in his school work.*

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5. The things **I wish** the school would do to **help my child/children** include...

*Example: 1. Offer tutoring*

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6. The things **I wish** the school would do to **help me** include...

*Example: 1. Hold evening classes on ... (topics might include "Helping with Homework", or "What Parents Can Do To Help Children Learn To Read")*

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## **AppendixB: School-Parent Compact**

*(Note: Needs to be in both English and Spanish & must be evaluated annually)*

**THIS PAGE NEEDS TO BE DELETED**

**Appendix B: School-Parent Compact in English and Spanish**

**J.R. PEREZ ELEMENTARY SCHOOL - PROJECT K.E.E.P.  
STUDENT-PARENT-TEACHER COMPACT**

We know that learning can take place only when there is a combination of effort, interest, and motivation. Because we are all committed to \_\_\_\_\_'s progress in school, we are going to do our best to promote his/her achievement.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

| <b>As a student I agree to:</b>                        | <b>As a parent I agree to:</b>   | <b>As a teacher I agree to:</b>  |
|--|--|--|
| * Follow classroom rules.                              | * Have open communication with the school to monitor my child's progress in all academic programs.                               | * Provide motivational and interesting experiences in my classroom which include access to technology. |
| * Follow rules according to school discipline code.    | * Encourage my child to develop good study habits, provide positive reinforcement, and praise my child.                          | * Explain my grading system and discipline plan.   |
| * Attend school every day.                             | * Stress the importance of attending every day and working hard to get the most out of school.                                   | * Provide feedback in a timely manner, to the student & parents about his/her progress.                |
| * Not hesitate to ask questions.                       | * Monitor TV viewing.  | * Find techniques and materials that work best for the students.                                       |
| * Finish and turn in my school assignments.            | * Help my child to seek instructional assistance and to receive extra tutoring sessions if necessary.                            | * Treat each child with respect.   |
| * Be respectful to students and adults.                | * Encourage good reading habits and expose my child to good literature and read to my child or have him/her read alone everyday. | * Provide positive reinforcement so each child experiences success in learning.                        |
| * Participate in classroom discussions and activities. | * Involve myself in school organizations.  |  |
|  | * Teach my child to show respect to all students and adults.   |  |
|  | * Have open communication with my child about his/her experiences.   |  |

**Most Importantly, we promise to help each other carry out this agreement.**

**Student Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ in support of  
Kingsville Educational Excellence Program, Kingsville School District.**

**J.R. PEREZ ELEMENTARY SCHOOL - PROJECT K.E.E.P.  
STUDENT-PARENT-TEACHER COMPACT**

Sabemos que para aprender, es necesario tener una combinación de esfuerzo, interés y motivación. Porque todos estamos atentos al progreso de \_\_\_\_\_ en la escuela vamos a hacer lo mejor posible para apoyar su mejoramiento escolar.

Este acuerdo es una promesa para trabajar juntos. Creemos que este acuerdo puede llevarse a cabo con nuestro trabajo de equipo. Juntos podemos mejorar la enseñanza y el aprendizaje.

| Como estudiante estoy de acuerdo en:                                | Como padre estoy de acuerdo en:   | Como maestro estoy de acuerdo en:  |
|---|---|--|
| * Seguir el reglamento del salon de clases                          | * Tener comunicación abierta con la escuela para conocer el progreso de mi hijo(a) en todos los programas académicos              | * Proveer experiencias motivacionales e interesantes en mi salón de clases incluyendo acceso a la teconología    |
| * Asistir todos los dias a la escuela                               | * Animar a mi hijo(a) desarrollar buenos hábitos de estudio, proveerle reenforzamiento positivo y alentarlo a seguir              | * Explicar mi sistema de calificar (ó evaluar) y mi plan de disciplina   |
| * Preguntar cuando no entienda alguna cosa                          | * Ampliar la importancia de asistir diariamente a la escuela y trabajar fuerte para obtener lo mejor cuando termine sus estudios. | * Proveer retroalimentación en una manera oportuna a los estudiantes y padres acerca de su progreso              |
| * Terminar y regresar mi trabajo escolar                            | * Checar lo que vé en la TV   | * Encontrar técnicas y materials que sean mejores para los estudiantes   |
| * Participar en las actividades y discusiones en el salon de clases | * Ayudar a mi hijo a buscar asistencia instruccional y recibir sesiones extra de enseñanza si es necesario                        | * Tratar a cada alumno con respeto   |
|   | * Animarlo(a) a tener buenos hábitos de lectura e influenciarlo(a), o permitirle que lea solo todos los días                      | * Proveer reenforzamiento positivo para que cada estudiante sienta la experiencia del triunfo en el aprendizaje. |
|   | * Envolverme you mismo(a) en las organizaciones escolares   |  |
|   | * Enseñar a mi hijo(a) a tener respeto a todos los estudiantes y adultos  |  |
|   | * Tener comunicación abierta con mi hijo(a) acerca de sus experiencias  |  |

Lo más importante es que nosotros prometemos cumplir con este acuerdo.  
 Firma del estudiante: \_\_\_\_\_  
 Firma del padre: \_\_\_\_\_  
 Firma del maestro: \_\_\_\_\_

Firmado el \_\_\_\_\_ de \_\_\_\_\_ de 20\_\_ en apoyo  
 a la Exelencia Educativa del Distrito Escolar de Kingsville.



**ACKNOWLEDGMENT**

**Perez Elementary Parent Involvement Policy Acknowledgement**

Dear Student and Parent,

We encourage you to read this publication on our parental involvement policy. If you have any questions about any of the information and/or activities, please do not hesitate in calling us at J.R. Perez Elementary at 361-592-8511.

The student and parent should each sign this page in the space provided below, and then return the page to your child’s teacher at J.R. Perez Elementary School.

Thank you,

Melba Rita Franco, Principal

**(Please sign this portion, remove it, and return it to your child’s teacher. Thank you.)**

We acknowledge that we have received a copy of the J.R. Perez Elementary School’s parent involvement policy handbook for the 2009-2010 school year.

Student’s Signature: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_