

J.R. Perez Elementary Parent Involvement Policy

(Revised April , 2018)

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 (361) 592-8511 to give us your suggestions or to discuss opportunities for you to work directly with us. You may contact Leo Ramos (Principal) at lramos1@kingsvilleisd.com and/or Norma Prado (Assistant Principal) at nmprado01@kingsvilleisd.com.

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

| <u>Development:</u> | <u>Activity:</u> | <u>Progress Check</u> |
|---|---|-----------------------|
| April / Annually | <ul style="list-style-type: none"> ▪ Review parent policy for upcoming school year | ✓ |
| October-November / Annually | <ul style="list-style-type: none"> ▪ Site-Based Decision Making Committee (SBDM) & parent advisory reviews parent input and edits existing policy, as needed | ✓ |
| <u>Evaluation:</u> | <ul style="list-style-type: none"> • 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"> ▪ 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 | ✓ |
| April / Annually | <ul style="list-style-type: none"> ▪ 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) | ✓ |
| April-May / Annually | <ul style="list-style-type: none"> ▪ 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) | ✓ |
| <u>Revision:</u> | <ul style="list-style-type: none"> • 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. | ✓ |
| May-June / Annually | <ul style="list-style-type: none"> ▪ The parent advisory and SBDM members will review individual session evaluations and returned surveys to revise the policy for the upcoming school year | ✓ |
| | <ul style="list-style-type: none"> ▪ The School-Parent compact will be revised, as appropriate, from responses to the annual evaluation and/or through meetings conducted/conferences held with parents. | ✓ |
| <u>Dissemination of Revisions:</u> | | |
| September-October / Annually | <ul style="list-style-type: none"> ▪ Perez Elementary will disseminate the Parent Involvement Policy and the School-Parent Compact to all parents through PROJECT KEEP within the first-second six weeks of the new school year. | ✓ |

Section 2: Parent Participation in Decision-Making – School wide 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 2nd, 4th, and 6th 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 Leo

Ramos (Principal) at lramos1@kingsvilleisd.com and/or Norma Prado (Assistant Principal) at nmprado01@kingsvilleisd.com 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 contact at [361-592-8511](tel: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, to be sent out every six weeks.
- PTO meetings (Held monthly 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. Open House will also be designated as a meeting to disseminate Title I, Part A school-wide program information. 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 (Comprehensive Needs Assessment Summary/Overview)
- 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, (3) as volunteers; and (4) 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, which will be sent home at the beginning of the new six weeks. Information from the principal may be included.
- Special Programs Newsletters or Meetings: (example: G.T. Newsletter sent home one per semester, other)

- “Family Learning Fairs” (one to two per semester), 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 marquee, P.A. announcements, social media, school messenger system, 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 and/or Meet & Greet Teacher/Staff, 5:30-6:30 p.m., held within the first month of school – Parent memo sent home, newspaper notification, School Messenger System
 - Project KEEP (report card & School-Parent Compact) Conferences – after 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 sending home program notification letters of/for students required to participate in Summer School to be held in May/June (if funding is available).
 - 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 under the supervision of certified staff, 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 contact Perez Parent Liaison, Krystal Mendez at [361-592-8511](tel: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 must undergo a background check and TB forms. **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
 - The campus parental liaison provides collaborative efforts and support to help teachers work with parents
 - Informally seek input from parents during conferences and other such meetings.
 - Gathers suggestions from PTO/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 K-3 and the State of Texas Assessments of Academic Readiness (STAAR). At Perez, currently tests include annual assessments for grades 3–4 in reading and mathematics; and writing assessment in grade 4. Students in need of “tutoring”/accelerated instruction are provided with “Response-To- Intervention” (RTI) assistance, differentiated instruction by the teacher, and/or scaffold instruction-“re-teaching” of skills during the school day.

Perez Elementary – Perez Elementary focuses on grade level TEKS, instructional strategies using multi-sensory approach and attend staff development for the improvement of student achievement. The Sharon Wells curriculum is used in grades 2-4. Teachers also use computer based Math instruction, such as the Happy Numbers, for grades PK-2nd grade, Imagine Math grades 3-4 to focus on individual students’ needs and weaknesses.

In Reading, grades 3-4 use the web-based program, iStation, which delivers individualized instruction. Every lesson is supported with data-rich benchmark and continuous progress monitoring assessments. The third grade program focuses on phonemic awareness, alphabetic knowledge, vocabulary, comprehension, and fluency. The fourth grade program word analysis, fluency, vocabulary, and comprehension. In all grades PreK-4th grade teacher instructional strategies are derived from Reading workshops, 6+1 Writing Traits, and reading staff development provided by KISD presenters and outside consultants.

Section 5: Local Assessments

In addition to the TPRI and STAAR, 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 throughout the school year for special program identification, placement, and/or services.

Informal Assessments: These assessments include benchmark assessments, 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, Texas Primary Reading Inventory, District Assessments in the 4 core subjects, Six Weeks Unit Tests, STAAR Release Tests, Woodcock-Munoz, Sages-2, etc.

Section 6: Evaluation of Parent Involvement

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

- To improve the educational program at Perez Elementary School – Kingsville ISD
- To evaluate the effectiveness of the policy and activities to increase parent involvement in meaningful opportunities to participate as our partners
- To identify barriers to parent participation, especially for the parents of special populations students
- 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

| Activity | Goal | Evaluation Measure Formative | Evaluation Measure Summative | Timeline | |
|---------------------------|--|--|---|---|--|
| | | | | Formative | Summative |
| 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 | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Parent Involvement Policy | Increase parent awareness & involvement | PTO Meetings, Parent Meetings & 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 | May / Annually / during Comprehensive Needs Assessment Process |

| SECTION 2: DECISION-MAKING – Parent Involvement in the Design, Implementation, and Evaluation of the CIP/SWP Plan | | | | | |
|--|--|--|---|---|--|
| Activity | Goal | Evaluation Measure Formative | Evaluation Measure Summative | Timeline | |
| | | | | Formative | Summative |
| Campus Improvement Plan Committee Meetings (CNA Meetings) | Increase parental support, understanding to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Conferences & Meetings | On/before End of meeting or conference during Comprehensive Needs Assessment Process |
| Site-Based Decision-Making Committee Meetings | Increase parent awareness & involvement | PTO 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 | May / Annually / during Comprehensive Needs Assessment Process |

| SECTION 3: PARENT INVOLVEMENT OPPORTUNITIES, PART I – (1) Building Parents’ Capacities to Help Their Children | | | | | |
|--|------|------------------------------|------------------------------|-----------|-----------|
| Activity | Goal | Evaluation Measure Formative | Evaluation Measure Summative | Timeline | |
| | | | | Formative | Summative |

| | | | | | |
|---|---|--|---|---|---|
| Project KEEP | Increase parental support to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| School Newsletters, Special Program Newsletters (G.T., others) | Increase parent awareness & involvement | PTO 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 | May / Annually |
| Family Learning Fairs with Perez PTO/ Staff, the Adult Literacy Council, etc. | Increase parental support to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Scholastic Book Fairs | Increase parent awareness & involvement | PTO 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 | May / Annually |
| Volunteers In Public Schools (VIPS) Program | Increase parental support to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Open House | Increase parent awareness & involvement | PTO 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 | May / Annually |
| Parent Conferences | Increase parental support to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Science Fair | Increase parent awareness & involvement | PTO 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 | May / Annually |

| | | | | | |
|---|---|--|--|----------------------------------|----------------|
| Teacher Homework – Assignment Logs Use of “Dojo” or similar phone apps | Increase communication between teacher and parents | Parent Conferences, Log Forms | Maintain and/or increase parent commitment/support to child & school | Parent Conference | Daily/Weekly |
| <u>Parent Letters</u> (UIL Extra- Curricular opportunities (Ballet Folklorico, Chess Club, Cadets, Cheerleading, Music Link Up) | Increase parent awareness & involvement | PTO Meetings, Parent Conferences, Surveys, Questionnaires | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school | During or after each activity | May / Annually |

| SECTION 3: PARENT INVOLVEMENT OPPORTUNITIES, PART 2 – (2) Communicating Student Academic Progress | | | | | |
|--|---|---|---|--|--|
| Activity | Goal | Evaluation Measure Formative | Evaluation Measure Summative | Timeline | |
| | | | | Formative | Summative |
| Open House | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences & Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Project KEEP | Increase parent awareness & involvement | PTO 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 | May / Annually |
| Parent Conferences | Increase parental support to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Student 3 Week Progress Reports | Increase parent awareness & involvement | PTO 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 | May / Annually |

| | | | | | |
|---|--|--|---|---|---|
| Admissions, Reviews, Dismissal (ARD) Committee Meetings | Increase parental support to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| LPAC Meetings | Increase parent awareness & involvement | PTO 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 | May / Annually |
| Student Academic Assistance / "RTI" Parent Notice-Letters | Increase parent awareness & involvement | PTO 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 | May / Annually |
| Special Programs Referrals (S.O.S.-RTI) | 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 | PTO Meetings, SOS Parent Meetings & Conferences | On or before End of meeting or conference |

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

| Activity | Goal | Evaluation Measure Formative | Evaluation Measure Summative | Timeline | |
|---|--|--|---|---|---|
| | | | | Formative | Summative |
| Volunteers In Public Schools (VIPS) Program (P.I.C. Room) | 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 | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Classroom/Campus Visits | Increase parent awareness & involvement | PTO 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 | May / Annually |

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

| Activity | Goal | Evaluation Measure Formative | Evaluation Measure Summative | Timeline | |
|------------------------------|-----------------------------|---------------------------------------|--|---------------|---------------------|
| | | | | Formative | Summative |
| Site Based & Decision Making | Increase parental support & | Verbal questioning & survey at Parent | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, | On or before End of |

| | | | | | |
|--|--|--|---|---|---|
| Committee Membership | commitment to child & school | Conferences, Parent Meetings | | Parent Meetings & Conferences | meeting or conference |
| Staff Development & Training | Increase parent awareness & involvement | PTO 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 | May / Annually |
| Campus Parent Liaison | 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 | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Parent Conferences | Increase parent awareness & involvement | PTO 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 | May / Annually |
| Parent-Teacher Organization (PTO) 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 | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |

SECTION 4: CURRICULUM – Communicating Specifics About the Curriculum in Use

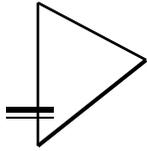
| Activity | Goal | Evaluation Measure Formative | Evaluation Measure Summative | Timeline | |
|-----------------------------|--|--|---|---|---|
| | | | | Formative | Summative |
| Parent Conferences | Increase parental support & commitment to child & school | Verbal questioning & survey at Parent Conferences, Parent Meetings | Maintain and/or increase parent commitment & support to child & school | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Parental Involvement Policy | Increase parent awareness & involvement | PTO Meetings, Parent Conferences, Surveys, Questionnaires, CNA & SBDM Committee Meetings | 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 | Annually |

| | | | | | |
|---------------------------------|---|--|--|---|---|
| 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 | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| District/Campus Websites | Increase parent awareness & involvement regarding academics | PTO Meetings, Parent Conferences, Surveys, Questionnaires | Maintain & increase effectiveness of the content & activities included in the policy for improving the academic quality of the school's curriculum | During or after each activity | May / Annually |

SECTION 5: ASSESSMENTS (LOCAL & STATE) – Communicating Specifics About Assessments & Expectations for Student Proficiency

| Activity | Goal | Evaluation Measure Formative | Evaluation Measure Summative | Timeline | |
|-----------------------------|--|--|---|---|---|
| | | | | Formative | Summative |
| 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 | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |
| Parental Involvement Policy | Increase parent awareness & involvement | PTO Meetings, Parent Conferences, Surveys, Questionnaires, CNA & SBDM Committee Meetings | 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 | Annually in Fall |
| 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 | PTO Meetings, Parent Meetings & Conferences | On or before End of meeting or conference |

The Kingsville Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendment of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. ----- El Distrito Escolar Independiente de Kingsville no discrimina en base a la carrera, religión, color, nacional, sexo, nip or la incapacidad a proporcionar los servicios de educación de las actividades, y los programas, de acuerdo con el Título VI del Acta de Derechos Civiles de 1964, como ha sido amendada; el Título IX de la Enmienda Educativa de 1972; y la Sección 504 del Acta de Rehabilitación de 1973, como ha sido amendada.



Kingsville Independent School District

Leo Ramos, Principal
J. R. Perez Elementary School



Appendix C

*P.O. Box 871
Kingsville, Texas 78364
Office (361) 592-8511
Fax (361) 516-1468*

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,
Leo Ramos, 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 2018-2019 school year.

Student’s Signature: _____

Parent’s Signature: _____

Address: _____ Phone Number: _____

Date: _____ Teacher: _____