

# Hazelwood Elementary

## SCHOOL, PARENT, AND FAMILY ENGAGEMENT POLICY

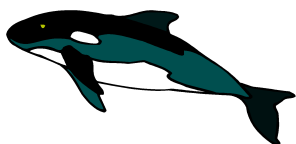
The intent of the Learning Assistance Program (LAP) is to both remediate and accelerate student learning through targeted, research-based instruction offered in a small group setting. In the LAP sessions, students identified as in need of extra assistance are able to receive more individualized attention in order to strengthen their skills.

The Title/LAP program recognizes that a shared effort between the home and school is in the best interest of the children we educate. When teachers, parents and students see each other as partners, a caring community forms to support and assist the individual child in his or her academic endeavors. Our goal is to provide a short-term intervention, that, when coupled with strong parent involvement, improves student performance.

The Hazelwood Title/LAP Parent Involvement Policy addresses six areas of school/parent/family involvement. These areas are as follows: Communication/School Climate, Parent Education, Involvement in School, Learning at Home, Parents as Advisors, and School/Community Collaboration.

### **COMMUNICATION/SCHOOL CLIMATE**

Good communication is essential for developing a partnership between home and school. Communication between home and school occurs through newsletters, phone calls, home reports on test results, email, Remind, Google Classroom, and Title/LAP trimester reports. Initially, parents receive a student learning plan and written notification (compact) of their child's participation in Title/LAP. Sign-off slips are used to indicate to parents when a child has reached a particular reading goal. Staff members are available at Open House and during parent/teacher conferences. Homework is also a form of communication, as it relates directly to what is done during Title/LAP. In the winter LAP offers a parent visitation during a regularly scheduled Title/LAP time that is followed by a debriefing period where the Reading Specialist answers questions and explains the program.



## **PARENT EDUCATION**

Hazelwood Title/LAP recognizes its role in providing support as the needs, behaviors, and educational requirements change with each stage of a child's development. A variety of support for parents is offered, including educational pamphlets, phone contacts, and the availability of the Reading Specialist at Open House and during conferences. LAP provides progress reports each trimester. We actively seek opportunities to provide parental assistance on topics of interest to you. Parents report that our visitation component is particularly useful for assisting parents in their efforts to support struggling readers, as the Title/LAP teacher is able to model and share specific individualized tips for helping at home. Additionally, the Title/LAP teacher provides a monthly newsletter which gives suggestions for assisting the child.

## **INVOLVEMENT IN SCHOOL**

Hazelwood acknowledges that different levels and kinds of involvement need to be available in order to meet diverse family schedules and individual student instructional needs. Title/LAP has an open door policy and welcomes scheduled and unscheduled visits to the program. Volunteers are always welcome! The Title/LAP parent meeting, our planned parent visitation week, Open House, and report card conferences are additional opportunities to become involved at school. At each of these events you can take the opportunity to make suggestions to improve both this policy and our compact. One key way you can help at home is to encourage your child's daily attendance unless he or she is ill.

## **LEARNING AT HOME**

The Title/LAP program offers students and parents an individualized opportunity to share a meaningful, enjoyable reading experience at home using informational resources, bagged books, learning DVDs and CDs, and the Title/LAP library materials/envelope. These materials assist the child in developing increased understanding, fluency, and accuracy. The newsletter and pamphlets reinforce the importance of learning at home on a regular basis. The home activities provided are designed to reinforce the skills covered in the small groups.

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## **PARENTS AS ADVISORS, DECISION MAKERS, ADVOCATES**

Our open door policy welcomes parent input and suggestions to improve the program. Parents will be invited to attend a meeting during the school year to review and edit the parent compact, the parent and family engagement policy and the Title/LAP grant application for the next school year. All parents of a LAP student will receive a survey form to give feedback on the program to assist in our planning for the next school year.

## **SCHOOL /COMMUNITY COLLABORATION**

Hazelwood seeks to establish a strong partnership with students, families and the community. We recognize that students need a caring, learning environment. The Auburn School District has identified the Head Start program as a community outreach program and Head Start students are evaluated for placement in the building Title/LAP program. Hazelwood also works closely with the local library to encourage reading and summer reading programs. Hazelwood's own library supports students at their individual reading levels through the school's Accelerated Reader program. Through the building-based case study team, Hazelwood Title/LAP works with the Public Health Department, Children's Home Society, Mental Health Services, Auburn Youth Resources, homeless agencies and other pertinent agencies to assist students and their families as deemed necessary. Frequent interaction between schools, families, and community resources increases the likelihood that students receive the message that education is important and valued.

### **Nondiscrimination Statement**

Auburn School District complies with all federal rules and regulations and does not illegally discriminate on the basis of age; gender; race; color; creed; religion; national origin (including language); sex; sexual orientation including gender expression or identity; honorably discharged veteran or military status; the presence of any sensory, mental, or physical disability; the use of a trained dog guide or service animal; and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding compliance procedures may be directed to:  
(253) 931-4932, Title IX Officer and Section 504, ADA, and  
Civil Rights Compliance Coordinator.

2022-2023

***Empowering students to achieve high academic standards***

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