

Revised on January 3, 2012

Parent Involvement Policy

Elbert County School System

2011-2012

Beaverdam Elementary

Celina Brown, Principal

Georgia Department of Education Title I Checklist for School Level Parental Involvement Policy for 2011-2012

- 1. Develop jointly with, and distribute to, parents of participating children with a written policy describing implementation of the requirements in a language that is simple, concise and jargon-free, and updated periodically to meet the changing needs of parents and the school, and such policy is made available to the local community.**

The Parent Involvement Policy was developed and updated annually with input from administrators, teachers, staff, and parents. This policy will be distributed to our parents at the beginning of the school year in the student handbook and be made readily available upon request.

- 2. Convene an annual meeting, at a convenient time, to which parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved.**

Our school has Dr. Noble and Mr. Scott come to our first PTO meeting of the year. At that meeting they talk with the PTO about the Title I program. They explain what it is and how it functions at our school. Parents are encouraged to ask questions at that time.

- 3. Offer meetings using a flexible schedule, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits as such services relate to parental involvement to eliminate parent involvement barriers**

We offer meetings with our parents at times that are convenient to them. Our teachers come in early and stay later in the afternoon if it is necessary for a parent conference. Our teachers meet with parents any time a parent requests a meeting or a need arises for a meeting. Home visits will occur if parents cannot get transportation or childcare. We also arrange transportation through our Social Worker and our Parent Involvement Coordinator if needed.

- 4. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of its programs, the school may use that process, if such process includes adequate representation of parents of participating children.**

Parental involvement is sought in the planning, review, and improvement of policies and programs. Our parents are continually asked for input into how to improve our

school through surveys and meetings. We have a very active School Council and PTO that with parent representatives that solicit participation. The School Council meets four times a year to discuss things pertaining to our school and students. PTO meets three to five times a year.

5. **Provide parents of participating students timely information on:**
- (A.) Title I programs in the school**
 - (B.) Results of the annual school review including school performance profiles.**
 - (C.) Individual student assessment results and their interpretation.**
 - (D.) A description and explanation of the school curriculum.**
 - (E.) The assessments used to measure student progress and the proficiency levels the students are expected to reach.**
 - (F.) Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children.**
 - (G.) Provide timely responses to parent suggestions.**
 - (H.) Collect all unsatisfactory parent comments regarding the Schoolwide Plan and attach those comments to the Schoolwide Plan when submitted to the LEA.**

Our parents are informed continuously about their children's progress.

- (A.) Information about Title I programs is presented and distributed throughout the school year at open house, parental meetings, and organizational events. Letters are sent home as well as our website is updated periodically.
- (B.) The results of the annual school review are provided through the School Council and our PTO meetings. Beaverdam has met AYP eleven years in a row and has been a Title I Distinguished School for many years. It is reported to our parents in our school handbook, as well as, our School Council. Our survey results from last year were shared with our School Council and the school staff in the spring of 2011. Our results from last year showed a significant amount of our parents feel welcome when visiting our school. A few parents indicated a need for extra curricular activities; however our current budget prohibits these types of activities at this time. A few others feel that our school does not contact families of students academic or behavior problems. Communication with parents has been addressed in our School Improvement Plan and has been discussed at length with our Leadership Team. Weekly Newsletters, School Agendas, Personal Letters, School Website and Flyers will be used in an effort to address these concerns.
- (C.) Individual student assessment results and their interpretations are always sent home to parents for the CRCT. In the 3rd and 5th grades

the Writing Test results are also sent home to parents. Teachers are always willing to explain the results to the parents also.

- (D.) A description and explanation of the school curriculum is done by individual teachers at the beginning of the school year. Information about our curriculum is provided at PTO meetings and parent meetings. Each grade level explains the curriculum for their grade level to the parents at the beginning of each school year.
- (E.) The assessments that are used to measure student progress and their particular levels are the CRCT, progress monitoring and individual tests given in each grade. We also give the Star Test to determine a students' reading level. Benchmark tests are given in 1st - 5th grade classes three times a year to determine how students are progressing in Math, Reading, and Lang. Arts.
- (F.) We give parents numerous opportunities to attend meetings to share suggestions and experiences with other parents and teachers. We do this through PTO meetings, as well as parent conferences. Our school goal is to hold parent conferences with 100% of our school population.
- (G.) We respond to parents suggestions almost immediately. We do that through writing letters, making telephone calls or conferences with the parents after it is discussed with the staff. E-mail is used daily by administrators/teachers and parents to communicate as well.
- (H.) We collect all parent comments regarding the School Wide Plan and attach them to the School Wide Plan when it is submitted to the LEA. We do this at the end of the school year and the comments are sent to Mrs. Noble.

6. **Provide assistance to participating parent in such areas as understanding the:**

- a. **National Education goals.**
- b. **State's content standards and student performance standards.**
- c. **School improvement and corrective action process if applicable.**
- d. **Components of a schoolwide program, if applicable.**
- e. **Components of a targeted assistance school program, if applicable.**
- f. **State and local assessments.**
- g. **Requirements of Title I, Part A.**
- h. **Ways parents can monitor their children's progress and work with educators to improve the performance of their children.**
- i. **Ways parents can participate in decisions relating to the education of their children.**

We provide assistance to participating parents in the following areas:

- (A.) National Education Goals are told to parents at the PTO meetings. CRCT tests are discussed at PTO meetings, grade level meetings, school council meetings, and are told to parents in newsletters sent home to the parents.

- (B.) The content standards and student performance standards are sent home at beginning of the year. We call on the telephone when students are not meeting their potential. We request conferences and we follow up with progress reports every four and a half weeks. Teachers send home papers each week for parents to review and sign in order to be informed of their child's progress. The State of Georgia Department of Education Web site is distributed to parents in the at our first PTO meeting so that parents may have access to state standards at all times.
- (C.) Our School Improvement Plan is based on our System Improvement Plan and Title I plan. Parents have input that serve on School Council and PTO board.
- (D.) Components of School Improvement and Title I plan are presented to parents during our first PTO meeting – Title I Parental Informational Meeting.
- (E.) NA
- (F.) All parents are informed of all state and local assessments through newsletters, agendas, and different parent meetings throughout the school year.
- (G.) Our parents participate through the School Council, PTO, and by Volunteering and serving on school committees.
- (H.) There are several ways that parents can monitor their children's progress and work with their child to improve their performances. The CRCT results and Progress Reports are two ways parents can see children's progress. Power School is a website where parents can access their child's grades anytime. The parents are always informed either in writing, by phone calls, or by conferences if students are not making the desired progress.
- (I.) Parents can participate in decisions relating to the education of their children by attending conferences with the teachers, e-mailing the teachers, calling, or writing notes to the teachers. Parents are encouraged to ask questions as they feel the need to do so. Surveys are given yearly to seek their input on our school.

7. Provide materials and training such as:

- a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement.**
- b. Training to help parents work with their children to improve their children's achievement.**

We provide materials and training in the following ways to our parents:

- (A) Parents are encouraged to help their children practice for the CRCT on-line. We give the parents a website for them to go to if they have access to a computer. We explain how to get to the site and what to do once there. Mrs. Wausheka McClary is available to provide information to parents. The Parent

Resource Center is located at the Board of Education Office. It is open Tuesday through Thursday, 8:00 – 3:30. The phone number is 706-213-4050. Information is available to parents. Mrs. McClary holds individual classes to help parents in parenting and helping their children.

(B.) Mrs. Wausheka McClary holds classes at the Parent Resource Center where she has many materials available to the parents to be checked out. The parents can utilize the facility by checking out books, tapes, or getting pamphlets that will help with their children. She also talks with individual parents to give them individual help with their children.

8. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partner, implement and coordinate parent programs, and build ties between home and school.

Beaverdam Elementary understands the importance of parents in the overall educational successes of the organization and educates teachers / staff with the value and contributions of parents. This information is presented through staff development opportunities in-services and faculty meetings. Title I and professional development department provide us with printed materials to distribute to teachers and parents. These are given out at open house and parent conferences throughout the year.

9. Coordinate and integrate parent involvement programs, activities, and strategies with Head Start, Even Start, Reading First, Early Reading First, Title I-B, Migrant, Title I-C. Homeless, Vocational Education, and Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, Public Preschool Programs, and other programs, to the extent feasible and appropriate.

We have a Pre – K program at our school. Those students are enrolled in our school when they complete Preschool. We have Migrant students at our school that receive individualized mentoring assistance. A Migrant Ed meeting is held annually at one of the elementary schools.

10. Develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.

We work with the Middle School by attending a one-day visitation to become familiar with the Middle School. Our fifth grade students always look forward to

that activity. We also have a Read Across America Day where we have approximately 30 community volunteers to come and speak to our students about their careers and the importance of reading to reach lifetime goals.

11. **Conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children.**

The Parent Resource Center is located at the Board of Education Office. It is open Tuesday through Friday, 8:00 – 3:30. The phone number is 706-213-4050. Mrs. Wausheka McClary, coordinator, provides information to each school at the beginning of the year. She leaves literature for the parents, and she is available to parents with on-going information about the center and information and materials that can be checked out for parents to use.

12. **Involve parents in an ongoing and end of year assessment to evaluate the effectiveness of the parent involvement initiatives as a measure of performance evaluations of the school.**

During our Parent/Teacher Conference Day, parents are given a survey to complete about our school. They have an opportunity to tell our school how they feel about our effectiveness and they can evaluate our programs and offer suggestions of ways we might improve.

13. **To the extent practicable, provide full opportunities for the participation of LEP parents, parents of migratory children, and parent with disabilities including providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format such that parents understand.**

Our school provides information to the parents as it becomes necessary concerning their children. We have a department of Special Education for those with disabilities. We have Student Support Teams that meet during the year whenever a child is recommended or transfers from another school with regards to learning problems. We have a Speech Pathologist that is available four days a week to provide services to those in need of those opportunities.

14. **Optional**

15. **Train parents to enhance the involvement of other parents.**

This is carried out through our Parent Involvement Coordinator located at the board office.

16. **Adopt and implement model approaches to improving parental involvement.**

This is carried out through our Parent Involvement Coordinator located at the board office.

17. Provide other reasonable support for parental involvement activities as parents may request.

Beaverdam Elementary provides parents with reasonable support when requested through conferences, open house, PTO meetings, and parent resource center. Times for conferences are made so that it is convenient for both parents and teachers. Conference calls are used as well as e-mail when parents are unavailable to meet as well. Parent Surveys are used to determine what parental involvement activities are needed yearly. Parents are notified through newsletters, flyers, letters home, and our website.

18. Involve parents in the training for teachers, principals, and other educators to improve the effectiveness of such training.

Parents participate in the development and revision of the school's Title I Plan which list strategies and measures to improve teacher and administrative effectiveness. Parental involvement with School Council, PTO Board Meetings, conferences with teachers and administrators, as well as, parental surveys allows for our school to obtain ideas and concerns parents may have.

19. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student performance standards.

Beaverdam Elementary provides a Standards Based Curriculum to all students as directed by the Georgia Department of Education. Administrators routinely submit checklist forms as a means to gather data to insure that a high quality curriculum is being provided in all classrooms.

20. Explain the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Beaverdam Elementary uses daily planners, newsletters, PTO meetings, parent conferences, websites and volunteering as a way to hold parents responsible and to support their child's learning.

21. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum-

- a. Parent teacher conferences in elementary schools. At least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
- b. Frequent reports to parents on their children's progress.
- c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.