

# School Parental Involvement Policy/Plan Template

## ASSURANCES

**Name of School** agrees to:

- Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(a)(2)];
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy [Section 1118(a)(E)];
- Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section (h)(2)(6)(A)].

## 2009-2010 School Parental Involvement Policy/Plan

### Parental involvement Mission Statement (Optional)

1. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, documentation to be maintained, and the steps to ensure that all parents are invited and encouraged to attend [Section 1118(c)(1)] .

Activity/Task	Person Responsible	Timeline	Evaluations
Summer work group reviewed the School Climate and Perception Survey Results	Leadership Team and SAC	July 2009	Outcome of the surveys
Develop agenda that addresses the required components	Principal	August	Copies of the agenda
Advertise the annual meeting	Leadership Team Teachers	August September	Flyers were sent home from school. It was also advertised in the Monthly Newsletter, Parent Involvement Calendar. Teachers included information about the meeting in class newsletters.
Develop sign-in sheets	Parent Involvement Liaison	September	Sign-in sheets for Annual Meeting and individual classrooms
Title One Annual Meeting- Curriculum Night	Principal	September 17, 2009	Agenda
Maintain documentation	Parent Involvement Liaison	September	Title I documentation box

2. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

The parent involvement committee has made arrangements to provide alternative meeting schedules for planned activities. Flexible scheduled meetings are and will continue to be held at various days and times such as afternoons, evenings, mornings and during Saturday Scholars. Child care is offered for meetings,

Examples Include:

Science Fair Family Night, FCAT Information Night 6-7 pm

Memoir Writing Celebration – 3<sup>rd</sup> grade, 8:30 am

An International Affair – 5<sup>th</sup> grade, 8:30am and 1:30pm

Parent Writer's Breakfast 7:45am

Cuddle Up and Read 5-7pm

Veterans Celebration 9am

Kindergarten Round-Up – 4:30pm

3. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Lomax Elementary Magnet School has a School Advisory Council (SAC) where the majority of members are non-school board employee parents. The SAC team collaborates with our business partners, PTA and school staff to review and improve our School Improvement Plan and Title One programs. SAC holds monthly meetings. Meetings are advertised in school newsletters, website and on the school marquee. The School Improvement Plan and Parent Involvement Plan, as well as, additional information on all Title One programs, policies and community resources are always available to parents for their review in the front office and in our parent resource center. In addition, a survey is sent home to all families specifically asking for input on Title One programs and funds, parent involvement activities, and trainings.

4. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:
  - Timely information about the Title I programs [Section 1118(c)(4)(A)];
  - Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
  - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
  - Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Lomax Elementary provides a monthly newsletter called, "Panther Pride Newsletter" to all families. This newsletter includes information about our Title 1

programs, descriptions and explanations of the curriculum at the school, forms of assessment used to measure student progress and the proficiency levels students are expected to meet. The newsletter includes a section for parents to sign and make comments. This section is returned to school and serves as a means of obtaining parent input. In addition to these newsletters, our school shares this information via our Title One Annual Meeting/Curriculum

5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children’s academic achievement [Section 1118(e)(2)].

<b>Content</b>	<b>Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evaluation</b>
New Parent Orientation	New Families attend an information night to learn about policies and procedures and build relationships.	Principal, Parent Liaison	Information given supports Family Engagement; increase parent partnerships	August	Survey
Annual Title 1 Parent Meeting and Curriculum Night	Title 1 requirements along with Curriculum and classroom procedures	Principal, Parent Liaison	Parents are better informed to support their students in the area of curriculum.	September	Sign-In
Grandparent’s Breakfast Doughnuts for Dads Muffins for Mom	Breakfast and fun family activities	PTA	Building strong positive connections with the school and families	September February May	PTA Survey
Science Fair Night	Family orientation to the science fair	Science Contact and Curriculum Specialist	Increase knowledge and application of scientific process	September	Survey
Memoir Writing Celebration	3 <sup>rd</sup> grade students publish a memoir piece, parents are invited in to read the students	3 <sup>rd</sup> grade teachers, resource teachers	Building strong positive connections with the school and families	September	Survey

	memoirs and leave positive comments on post-it notes				
Conference Night	Individual parent/teacher conferences	Classroom Teachers	Parents have increased understanding of their student's performance and strategies to assist in areas where improvement is needed.	October and March	Conference Summary Forms
FCAT Information	Family orientation to FCAT	Leadership Team, Classroom Teachers	Improve achievement scores	October – PM January - AM	Survey
An International Affair	5 <sup>th</sup> grade students use Renzulli Learning to select an international topic of interest, conduct research and complete a project to display their knowledge. Projects vary from clay models to videos. Parents and community members are invited to interact with students about their project.	5 <sup>th</sup> grade classroom teachers	Building strong positive connections between families, community and school.	October	Survey
Veterans Program	Community and parents are invited to recognize veterans	2 <sup>nd</sup> grade team, leadership team	Building strong positive connections between families, community and school	November	Program
Positive Parenting	Parents learn techniques for	Parent Liaison	Building strong positive	November December	Survey

Workshop	positive parenting		connections between families and school		
Great American Teach-In	Families and community members are invited to teach students about their career or hobby.	Guidance Counselor	Building strong positive connections with the school, families and community	November	Survey
Cuddle up and Read	Parents learn how to read with their child at home. Families participate in literature connection activities. Parents participate in free reading strategies workshop with make-n-takes	Media Specialist, Resource Teachers, Classroom Teachers, Leadership Team	Increases success in Reading	December	Survey
Concert	Parents attend concert to watch chorus, drum ensemble performance, Orchestra and individual performances.	Music Specialist, Technology Specialist. Strings Specialist	Increased student self-esteem; building strong positive connections with the school and families	December and May	Agenda
Scream the Theme Night	Families participate in hands-on activities tied to our theme of Math, Science and Technology	Magnet Lead Teacher	Improved achievement scores	January	Survey
Lunch N Learn Topic: Math Topic: Internet Safety	Parents are invited from during the lunch hour to gain knowledge on curriculum and parenting.	Math Resource Teacher, Media Specialist, Technology Specialist	Improved achievement scores	January February	Survey

Spring Fling	Dinner, Family Fun Activities, Community Resources Fair	PTA, Parent Liaison, Assistant Principal	Increase parent and community partnerships	April	Survey
Awards Celebration	Celebration of student success in academics, citizenship and attendance.	Guidance Counselor, Assistant Principal	Capacity building to create a supportive environment and improved student self esteem	Fall, Winter Spring	Parent Evaluation Survey
5 <sup>th</sup> Grade Student-led Conferences	Parents are guided by their child through a portfolio of work demonstrating curriculum mastery.	5 <sup>th</sup> grade classroom teachers	Capacity building to create a supportive environment and improved student self esteem	May	Survey
Fifth Grade Graduation Ceremony	Recognize fifth graders and their accomplishments	Principal and Fifth Grade Teachers	Recognizing academic and other accomplishments as well as relaying the importance of continued parental involvement through middle and high school.	May	Agenda

6. Describe the training for staff the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].

<b>Content of the Session</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Correlation to Student Achievement</b>	<b>Evaluation</b>
National Standards for Parent Involvement	Parent Liaison and Assistant Principal	October	Capacity building to create a supportive environment	Sign In Sheet
Parent Involvement Training	Parent Liaison and	October	Capacity building to	Sign In Sheet

	Assistant Principal		create a supportive environment	

7. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

Program	Coordination
English Language Learners (ELL)	The ELL paraprofessional works with the Assistant Principal to coordinate two annual Parent Action Committee (PAC) meetings to inform ELL parents about programs offered through the district as well as events and services in the community.

8. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Activity	Specific steps	Person Responsible	Timeline	Evaluation
Parent Resource Center	A parent resource center is located in the Guidance Suite. The Parent Resource Center will be open and available to parents throughout the day. Information regarding the Parent Resource Center will be included in the school's monthly newsletters. This area will	Guidance Counselor, Parent Liaison	On-Going	Parent Log

	provide parents information on community resources, as well as, provide free materials they may use at home to work with their child.			
<i>Home School Connection</i>	The guidance counselor share parent involvement tips from this publication with parents via the monthly newsletter and in the Parent Resource Center	Guidance Counselor	Monthly	Newsletter Parent Feedback form

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents of children with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

The school uses flyers, parent links (automated telephone messages) the marquee and school website to advertise opportunities to participant in parental involvement activities. The ELL paraprofessional is available to translate information for parents of ELL children. In addition, our bilingual paraprofessionals translate documents in to families' native languages as needed to ensure that parents are able to understand the materials they receive. ELL translators are available during conferences and parent/family nights. Individual meetings are scheduled for students with disabilities to address student needs through the IEP. In addition, if a parent needs assistance it is provided upon request.

**Discretionary School Level Parental Involvement Policy Components**

Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]
- Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)]
- Training parents to enhance the involvement of other parents [Section 1118(e)(9)]
- Maximize parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]
- Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]
- Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Correlation to Student Achievement	Person Responsible	Timeline
Providing Child Care	Child care will be provided by teachers.	Improved student achievement through increased parent participation	Parent Liaison Teachers	On Going
Trainings and Workshops	Parent activities will be offered at a variety of times, including before school, during lunch, and in the evening, and days.	More parents will be able to participate in activities and to positively impact student achievement	Parent Liaison Resource Teachers	On Going
Positive Parenting Workshop	A parent was recruited to team with teachers to presents the Positive	Improved student achievement through increased parent participation	Parent Liaison Classroom Teachers	Fall Spring

	Parenting Workshop. Parents that successfully complete the training will be asked to help recruit other parents and/or help give the workshop in the future.			
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**Parent-School Compact:**

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide the LEA electronically the Parent-School Compact and evidence of parent input in the development of the compact.

**Compact Monitoring:** The compact is reviewed annually through the School Advisory Council (SAC). SAC members include the following groups: community members, business partners, parents, teachers and other staff.

The compact will be reviewed during parent teacher conferences to assess roles and responsibilities and student progress based on the individual needs of the child.

# Lomax Magnet School – Title 1

## Shared Responsibilities for High Student Academic Achievement

\_\_\_\_\_ SCHOOL YEAR

### PARENT-STUDENT-TEACHER COMPACT



**SCHOOL MISSION:** Lomax Magnet School's mission is to foster an enriched learning technological environment where each student's educational potential is challenged. We will actively involve parents and community members in assisting and maintaining a relationship that nurtures learning.

#### SCHOOL/TEACHER AGREEMENT

The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:

- Hold teacher/parent conferences for each of the four grading periods.
- Send frequent reports to parents on their child's progress.
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.
- Use agendas to communicate on a daily basis.

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

#### PARENT/GUARDIAN AGREEMENT

I want my child to reach his/her full academic potential; therefore I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
- See that my child attends school regularly and is punctual.
- Supports the school staff and respects cultural differences of others.
- Establishes a time and place for homework and checks it regularly.
- Monitors television and movie viewing.
- Will help to make positive use of extra curricular time.
- Use agendas to communicate on a daily basis.

Parent/Guardian Signature: \_\_\_\_\_

#### STUDENT AGREEMENT

It is important that I do the best that I can; therefore I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability.
- Believe that I can learn and I will learn.
- Conform to the rules of conduct at my school.
- Show respect for my school, myself, other students and adults, and have consideration for cultural differences.
- Use the agenda on a daily basis to have communication between my school and home.

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

## Review of the School Parental Involvement Policy/Plan

1. Provide a summary of activities provided which were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content of the Session	Type of Activity	Number of Activities	Number of Total Participants	Correlation to Student Achievement
New Parent Orientation	New Families attend an information night to learn about policies and procedures and build relationships.	1	40	Building strong positive connections with the school and families
Grandparent's Breakfast Doughnuts for Dads Muffins for Mom	Breakfast and fun family activities	3	120	Building strong positive connections with the school and families
Science Fair Night	Family orientation to the science fair	1	30	Increase knowledge and application of scientific process
Conference Night	Individual parent/teacher conferences	2	513	Parents have increased understanding of their student's performance and strategies to assist in areas where improvement is needed.
Curriculum Night and Annual Title I parent meeting	Title I and NCLB requirements/ information regarding curriculum, classroom procedures,	2	235	Capacity building to create a supportive environment

	assessments and how to support their child at home			
FCAT Information Meeting	Family orientation to FCAT	1	30	Improve achievement scores
Great American Teach-In	Families and community members are invited to teach students about their a career or hobby.	1	75	Build strong positive connections with the school, families and community.
Cuddle Up and Read	Parents learn how to read with their child at home. Families participate in free literature connection activities.	1	125	Increases success in Reading
Writers' Breakfast	4 <sup>th</sup> grade students and parents participated together in a writing curriculum activity while enjoying breakfast.	1	30	Increased writing achievement
Concert	Parents attend concert to watch chorus, drum ensemble, Orchestra and individual performances	2	250	Increased student self-esteem; building strong positive connections with the school and families.
Scream the Theme Night	Families participate in hands on activities tied to the school theme of Math, Science and Technology.	1	50	Improved achievement scores

Spring Fling	Dinner, Family fun activities, community resource fair	1	200	Increase parent and community partnerships
Awards Celebration	Celebration of student success in academics, citizenship and attendance	3	100	Capacity building to create a supportive environment and improved student self esteem
5 <sup>th</sup> Grade Student-led Conferences	Parents are guided by their child through a portfolio of work demonstrating curriculum mastery.	1	70	Capacity building to create a supportive environment and improved student self esteem
Fifth Grade Graduation Ceremony	Recognize fifth graders and their accomplishments	1	50	Recognizing academic and other accomplishments as well as relaying the importance of continued parental involvement through middle and high school.

2. Provide a summary of the professional development activities provided by the school to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

<b>Content of the Session</b>	<b>Number of sessions</b>	<b>Number of Total Participants</b>	<b>Correlation to Student Achievement</b>
National Standards for Parent Involvement	1	30	Capacity building to create a supportive environment
Parent Involvement Training	1	30	Capacity building to create a supportive environment

3. Describe the identified barriers which hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

<b>Barrier (including the specific subgroup)</b>	<b>Steps the School will take to Overcome</b>
ELL - Language	Translators are on staff to assist on conference and family nights
Childcare - Economically Disadvantaged	Staff volunteers provide childcare services to our families during curriculum nights and parent workshops
Unable to take off work – Economically Disadvantaged	Parent and family training and workshop opportunities are provided on a flexible schedule to accommodate the various needs of our families.

4. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and schools as a best practice.

<b>Content/Purpose</b>	<b>Description of the Activity</b>
Capacity Building to create a supportive environment, increase parental involvement in school activities and improve achievement scores.	We engage our community and business partners to become an integral part of increasing student achievement through a variety of Curriculum events including: Cuddle up and Read, Scream the Theme Night, and Science Fair Family Night.