

Tucker Elementary School

TITLE I PARENT INVOLVEMENT POLICY

2011-2012

Tucker Elementary School shall abide by and support all rules and regulations pertaining to Title I: Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 1007-110, and the Parent Involvement Policy of Houston County Public Schools (HCPS) as follows:

Tucker Elementary School's Parent Involvement Policy will be written and updated each year by its Action Team for Partnerships (ATP) and will be included in the Tucker Student Handbook.

Tucker Elementary will convene an annual Title I meeting via Open House/Curriculum Night to be held at the beginning of the school year for all parents. Parents are invited and encouraged to attend. All parents will be asked to sign-in on homeroom sign-in sheets and each parent will be given an agenda of the meeting as well as a packet of helpful information. The purpose of the meeting will be to:

- Inform parents about the guidelines, purpose, goals and expectations of the Title I Program
- Inform parents of their important role in their child's success
- Inform parents of school, grade level and individual teacher policies and procedures
- Introduce the grade level curriculum

Throughout the year our faculty will foster a parent-friendly environment and provide parents with strategies to use at home that support academic achievement. At least 10 meetings are held throughout the year with translators, transportation, or home visits as needed and funded under Title I. These parent learning opportunities are scheduled throughout the day.

Tucker Elementary will survey its parent population, at the beginning of fall semester and the end of spring semester, to evaluate the effectiveness of our parent involvement program. As part of this evaluation, the ATP, the School Council, Parent Teacher Organization (PTO), school administration, and staff shall meet to review and/or revise the Local School Parent Involvement Policy, the Local School Parent Involvement Plan, and the Local School Parent-Teacher-Student Compact. A printed agenda shall be presented and each member shall acknowledge his/her presence by signing an attendance log. The Title I office will provide technical assistance and/or advisement in the development of the Local School Parent Involvement Policy and Action Plan, Student-Teacher-Parent Compacts, and Parent Involvement Workshop opportunities. All suggestions for improvement and identified barriers to parent involvement shall be noted.

Our school shall communicate regularly with parents through a variety of media/methods, including but not limited to: Early Intervention Program (EIP), Individual Education Plan (IEP), Student Support Team (SST), parent meetings, parent-teacher conferences, student lead conferences, parent workshops, Parent Resource Room,

newsletters, student agendas, weekly folders, school wide call outs, school marquees, letters from administrative staff, and recommended websites that provide ideas for working with children at home. The link to the Tucker Elementary School website can be accessed online at <http://www.hcbe.net/schools/tucker-elementary-school.aspx>. Translations will be provided to the extent practicable.

The administrative staff will involve parents in their children's education by providing them with information and materials. A minimum of ten meetings/trainings per school year will be arranged to address academic and affective areas for students, such as local, state, and national academic content standards and student assessment.

The school curriculum will be shared with parents during Open House/Curriculum Night, during parent teacher conferences and parent workshops. Brochures that contain the Georgia Performance Standards for each grade level will be made available.

Assessments used to measure students' progress and the proficiency levels the students are expected to meet will be explained during Open House/Curriculum Night at the beginning of the school year and will be reviewed in parent/teacher conferences, EIP conferences, IEP conferences, Student Action Plans and SST meetings. The following information may be shared with parents:

- How teachers use data profile sheets
- Classroom performance
- Standardized and teacher made tests
- Checklists
- Rubrics
- Technology
- Student/parent questionnaires
- Self- assessments
- Professional judgment

To identify students' specific areas of strengths and weakness in math, reading, and English Language Arts, benchmark tests are given several times per year in addition to classroom assessments. In addition, the Houston County Literacy Inventory (HCLI) is used in second and third grades to determine students' reading levels. It is also given to select fourth and fifth grade students. An HCLI letter of explanation, including the child's reading level is sent to parents.

The school will provide assistance to parents in understanding National Educational Goals and Georgia Performance Standards (GPS). The assessments are used to measure student progress and proficiency levels students are expected to meet. A copy of *A Houston County Parent's Guide to Understanding the No Child Left Behind Act* is available in Tucker's Parent Resource Room and can be accessed online at www.hcbe.net. The SST, school newsletter, and other letters to parents provide assistance in understanding National Education Goals and Georgia Performance Standards.

The Georgia Criterion Reference Competency Test (CRCT) individual student profiles and how to interpret results is sent home to parents in the spring. An explanation of the CRCT test results is presented during Open

House/Curriculum Night and also during parent/teacher conferences. Parents are made aware that this test assesses a student's knowledge of state curriculum. The CRCT scores in mathematics and reading are used in the Adequate Yearly Progress (AYP) determination as mandated by the No Child Left Behind Act (NCLB).

Parent workshops, family nights, and other parent learning opportunities are scheduled at various times during the year so that all parents will have an opportunity to become involved in their children's education. A flyer containing a list of parent workshops will be made available at the beginning of the school year and will be posted on the school website.

Through School Council, PTO and the ATP, parents can offer suggestions and/or participate in discussions and presentations that relate to the education of their children. These organizations made up of all stakeholders collaborate to set goals for improving student achievement and evaluate the progress in reaching these goals. Parents are strongly encouraged to attend all programs and meetings regarding their child's progress.

The Parent Coordinator, teachers and administrative staff will respond to parent questions, concerns, and suggestions in a timely manner through letters, notes, phone calls, student agendas, flyers, TV announcements, newsletters, and parent conferences. All data, comments, and suggestions including results from surveys regarding the school wide plan and parent involvement policy will be collected, sent to administrative staff, and considered in the revision of the Policy/Action Plan. The end-of-the-year parent survey will be conducted to determine needed improvements. Survey results and comments will be attached to the school plan and submitted to the principal. The school will provide a timely response to suggestions and survey results. Results of the annual school review and school performance profiles will be presented.

Tucker's School Improvement Plan is a corrective action plan. The plan includes actions, strategies, and interventions for improvement. Plans such as GPS "gap plans," remediation, tutoring, and mentoring programs provide students with extended learning opportunities.

Parents can monitor their children's progress through notes in daily agendas, weekly folders, progress reports, report cards, records of progress, parent/teacher conferences, and SST.

Technology and CRCT online training, as well as math, science and parent workshops are made available to help parents work with their children to improve their achievement.

In order to communicate with and work with parents as equal partners, the District Parent Involvement Coordinator educates teachers, pupil services personnel, principals, and other staff in the value and utility of parent contributions. School staff is instructed in how to reach out to parents, communicate with them, and work with them as equal partners. Through this implementation and coordination of parent programs, ties between home and school are established.

Tucker Elementary School will coordinate and integrate parent involvement programs such as Migrant and Homeless programs with the International Welcome Center, school nurse, Family Services Coordinator, and school social worker services. Tucker partners with Perry Primary School and Perry Middle School to facilitate transitions.

Tucker Elementary has established partnerships with businesses and other organizations in the community. Organizations throughout the community provide incentives and awards, as well as proctors for standardized tests, books for our students, and guest readers. Perry High students volunteer to help with Field Day. Other business partners provide additional needed items throughout the year.

Books, pamphlets, and other resources are available in the Parent Resource Room. These materials are available daily through the Parent Involvement Coordinator and School Counselor from 7:45 A. M. - 3:45 P.M. or by appointment. Opportunities for parents to learn about child development and child rearing issues that are designed to help parents become full partners in the education of their children are available. Parents are notified in The Tucker Informer of the available resources in the Parent Resource Room. Training for parents in *The Seven Habits of Highly Effective Families* will be provided through workshops.

To evaluate the effectiveness of our parent involvement initiative, an end of year Parent Satisfaction Survey is sent to all parents and results are collected and used for future improvement.

Translation services for any information related to school and parent programs are available upon request. To the extent practical, Tucker will provide full opportunity for the participation of Limited English Proficiency (LEP) parents, parents of migratory children, and parents with disabilities including providing school profiles and information related to school and parent meetings, and other activities in a language and format such parents understand through Transact if needed.

Tucker will provide other reasonable support for parental involvement activities as parents may request. The counselor and the administrative staff will provide emergency aid to families and may conduct home visits.

The site-based parent coordinator will schedule and provide volunteer training for parents who desire to work with students.

Revised May 17, 2011