

Graceville Elementary School
School Parental Involvement Policy/Plan

2009 - 2010

(Optional) General Expectations

Graceville Elementary School agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning

(B) that parents are encouraged to be actively involved in their children's education at school

(C) that parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children

(D) the carrying out of other activities, such as those described in section 1118 of the 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.
- 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
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy
- 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
- 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)
- 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
- 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
- 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)

- Provide each parent timely notice information regarding the professional qualifications of the student's classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

(Required) Policy Involvement 1118 (c)

Graceville Elementary School will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
 - All parents shall be invited and encouraged to attend
 - The school will provide information and explain the requirements of Title I and the rights of parents

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Open House	Administrative Team Classroom Teachers	August, 2009	1. Newspaper article listing beginning of school activities. 2. Parents/students will view a video presentation with general school information. 3. Parents/students will visit new classrooms and meet teachers.	1. Parents will sign in to verify attendance.

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Parent Workshops; School Advisory Council Meetings; Parent/Teacher Conferences	Administration and Faculty	Throughout the year	Meetings will be scheduled at a variety of times.	Agendas, sign in logs, minutes of meetings.

3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
School Advisory Council/Title I Parent Meetings	Administrative Team	Sept., 2009 November, 2009 January 27, 2010 April, 2010	1. Notice in local papers two weeks prior to meeting. 2. Notice in US mail to council members.	Sign in sheet to document attendance. Agenda and Minutes of meeting.

4. Provide parents of participating children:

- Timely information about the Title I programs
- 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
- Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
1. Grade Level Parent Nights 2. Individual Parent/Teacher Conferences (all students – 1 st nine weeks; as needed – mid year & end of year	Administrative Team and Classroom Teachers	August/Sept., 2009 January, 2010 May, 2010 (as needed)	1. Notice in local paper 2. School marquee 3. School newsletter 4. Letter to parent	Attendance sign in sheet Parent/Teacher Conference Form JC 246

Note: If the school-wide 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.

(Required) Compact: Shared Responsibilities for High Student Academic Achievement 1118(d)

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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. *The school-parent compact may be a separate document, but must still be developed in collaboration with parents.*

Graceville Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Florida's student academic achievement standards as follows:

High quality curriculum and instruction is provided through the research based Scott-Foresman basic curriculum for grades K-5. Supplemental curriculum materials include SRA Reading Mastery, Wilson's Foundations, Study Island, Headsprout, Great Leaps, SRA Corrective Reading, Accelerated Reader, Rewards, ThinkLink, FCAT Test maker, Read for Real, and SRA Fast Track to Reading. Student needs for differentiated instruction are assessed on a bi-monthly schedule.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's academic achievement. Conferences will be held (at least annually):

Parent teacher conferences will be held in August/September, 2009; January, 2010; and May, 2010 as needed.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Student progress reports will be provided for parents mid-way through each nine-weeks and with report cards and the end of each nine-weeks. Parents can access student grades through the on-line Pinnacle program at any time.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff members are available during planning times and/or after school. Parent requests for other times, if necessary, will be honored.

5. Provide parents opportunities to volunteer in their children's school and to participate in their children's class and observe classroom activities, as follows:

Parents are encouraged to volunteer in their child's classroom, attend special classroom events, join their child for special lunches, visit book fairs with their child, attend field days with their child, and attend field trips with their child.

Parents will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television, video games, etc. children watch/play
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of children's extracurricular time
- Staying informed about children's education and communicating with the school by promptly reading all notices from the school or the school district, either received by children or by mail, and responding as appropriate
- Serving, to the extent possible, on policy advisory groups, such as; serving as the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy

Advisory Committee, the District Wide Policy Advisory Council, the State Committee of Practitioners, the School Support Team or other school advisory or policy groups

(Optional) Students will share the responsibility to improve our academic achievement and achieve Florida's high standards in the following ways:

- Do my homework every day and ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

(Required) Building Capacity for Involvement 1118(e)

Graceville Elementary School will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
 - Florida's academic content standards
 - Florida's student academic achievement standards
 - Florida's and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their children's progress
 - How to work with educators to improve the achievement of their children

(List activities, such as workshops, conferences, classes, both in-state and out-of-state, include any equipment or other materials that may be necessary to ensure success.)

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
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<p>1. Take-Home Materials 2. Helping your child prepare for FCAT Writing Workshop 3. FCAT Practice Skills for Parents Workshop 4. Provide informational brochures</p>	<p>1. Teachers 2. Administrative Team</p>	<p>1. Throughout the year 2. November 19, 2009 3. January 14, 2010 4. Throughout the year</p>	<p>1. Teachers will provide take-home materials for parents to use with children to help improve academic achievement. 2. Parents of 2nd – 4th graders will receive a notice of the workshop in a letter home and in the weekly school newsletter. 3. Parents will be provided with materials and information about helpful web sites.</p>	<p>1. Parents will respond to teachers, letting them know if more or different materials are needed. 2. Parents will sign in at the FCAT Workshops to verify attendance.</p>
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2. Foster parental involvement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
<p>1. Parents using technology to improve student achievement</p>	<p>1. K teacher; 5th grade teacher</p>	<p>1. September 10, 2009</p>	<p>1. An announcement flyer will be sent home with students in grades K-5 2. Announcement in weekly school newsletter.</p>	<p>1. Parents will sign in. A question/answer time will be included.</p>

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
1. Effective Communication with Parents	1. Principal	August, 2009	1. Information and materials will be shared with teachers to increase skills in effective communication with parents.	1. Teachers will document a follow-up activity.

4. Coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The schools program must help teachers, principals, and other staff work well with parents. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Even Start (District); Head Start Public Preschool	District Staff PreK	Throughout the year	Daily	Parent Survey

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
1. Weekly school newsletter 2. School Web Site	1. Administrative Team 2. Office Personnel	Throughout the year	1. Weekly 2. Updated as needed	Parent Survey

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
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Parent Workshop – Florida Sunshine State Standards	Administrative Team	October, 2009	Material to be shared with parents prior at October PTO meeting.	Sign in form for parents; Evaluation form; Parent survey
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(Optional) The School Parental Involvement Policy/Plan may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement. The policy may include the discretionary activities as listed under section 1118(e) of the ESEA:

- School meeting times will be arranged at a variety of times .
- Meetings will be arranged with parents who are unable to attend conferences at school to maximize parental involvement and participation in their children's education
- Establish a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

(Required) ACCESSIBILITY 1118(f)

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
School-wide weekly news letter; English to language spoken	Administrative Team	Throughout the year	Use of translators or web site to translate printed materials	Parent Survey

(Required) ADOPTION

This [Graceville Elementary School](#) Parental Involvement Policy/Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parental Involvement Policy/Plan was developed/revised by [Graceville Elementary School](#) on [04/16/09](#) and will be in effect for the period of the school year.

The school will distribute this Parental Involvement Policy/Plan to all parents of participating Title I children and make it available to the community on or before [08/24/2009](#).

(Signature of Title I Authorized Representative)

(Date)

These parents were involved with the development of this document: