

## Forest Elementary School Parent Involvement Plan

### School Parental Involvement Policy:

Involve parents in the joint development a written parental involvement policy that describes ways of meeting the following requirements in Title I of NCLB:

- Notification to parents of the policy in an understandable format and language by letters, brochures, and website
- Periodic updates of the policy to meet the changing needs of parents and the school
- Submit parents' written comments on the schoolwide program plan to the district if parents do not find the plan to be satisfactory. The district will submit the written comments to the State.

### Policy Involvement:

Forest Elementary School shall:

- Hold an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend. The purposes of this meeting are to: **1118(c)(1)**
  - Inform parents of their school's participation in the Title I program.
  - Explain the requirements of Title I.
  - Explain the right of parents to be involved.
- Offer flexible number of meetings, such as morning or evening. Make available reasonable funds necessary for expenses associated with parental involvement activities [transportation, childcare or home visit expenses] to enable parents to participate in school-related meetings and training sessions. **1118(c)(2)**
- Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the school parental involvement policy and the Schoolwide Program Plan by the following: **1118(c)(3)**
  - Parents serving on the School Title Planning committee
  - Parent surveys
  - Parent comments regarding policies and plan
- Provide the following items to the parents: **1118(c)(4)**
  - Timely information about Title I programs
  - A description and explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach
  - Opportunities for regular meetings, if requested by parents, to make suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to receive timely responses to the suggestions.Parents will be notified by and input solicited by the following:
  - Parent handbook
  - Parent surveys
  - Teacher-parent conferences
  - Annual meeting
  - Title I Notification letters
  - District/School Website
  - Curriculum overviews
  - Links to the Mississippi Department of Education website
- Submit comments/concerns if the Schoolwide Plan is not satisfactory to parents. **1118(c)(5)**

### Shared Responsibilities for High Student Achievement:

- Develop jointly with the parents or caregivers of participating students a school-parent compact that outlines how parents, the entire school staff, and students will share responsibility for improved students' academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. **1118(d)**

The compact shall:

- Describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that helps children served under Title I meet the statewide academic content standards and the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their children's classroom; participating, as appropriate, in decisions related to the education of their children and the positive use of their children's extracurricular time
- Address the importance of ongoing communication between teachers and parents through (at a minimum):
  - Parent-teacher conferences in elementary schools, in which the compact shall be discussed in relation to the individual child's achievement
  - Frequent reports to parents about their children's progress
  - Reasonable access to staff, reasonable opportunities to volunteer at the school, participate in their children's class, and observe classroom activities at specified time and time limit prescheduled at least one (1) day in advance and at sole discretion of the principal.

### Building Capacity for Involvement:

- To ensure effective involvement of parents, and to support a partnership among the school, parents and community to improve student academic achievement, the school and district shall: **1118(e)**
  - Provide assistance to parents in understanding the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of the assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. **1118(e)(1)**
  - Provide materials and trainings to help parents to work with their children to improve their children's achievement, such as literacy training and using technology. **1118(e)(2)**
  - Educate teachers, 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 partners. **1118(e)(3)**
  - Feasible and appropriate coordinate and integrate parent involvement programs and activities with other programs and conduct other activities such as parent resource centers. **1118(e)(4)**
  - Ensure information sent to parents is in a format and, to the extent practicable, in a language the parents can understand. **1118(e)(5)**

Specifically the school will build capacity for involvement by the following:

- Periodic parent meetings / workshops to explain curriculum framework
- Notify parents of the availability of information and materials in the school
- Provide training
- Researching and sharing relevant articles dealing with parental involvement and the home-school connection
- Continue to provide the website based newsletter - *Building Readers*.

### Accessibility

- To the extent practicable, provide full opportunities for participation to parents with limited English proficiency, parents of migrant children, and parents with disabilities, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. **1118(f)**

## **Forest Elementary School School-Parent-Student Compact**

Forest Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

### **School Responsibilities**

**Forest Elementary School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:**
  - Have high expectations for all students.
  - Provide instruction that enables the children served to meet the state's student performance standards.
  - Monitor each student's progress toward mastery of the state's competencies and objectives.
  - Provide a comfortable, safe, and caring learning environment.
  - Provide meaningful homework assignments to reinforce and extend learning, considering the age, ability, and non-school obligations of the child.
  - Participate in professional development opportunities that improve teaching and learning.
  
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, the following will be held:**
  - Open House three times a year to give out report cards.
  - Open House Orientation at the beginning of the school year.
  - Parent-teacher conferences will be held based on need.
  
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
  - Progress reports are sent out four times a year mid nine weeks.
  - Report cards are given out at Open House three times a year. Final report cards are sent home by mail.
  - School notifies parents by mail, phone, or letter when students fall behind in academics and will notify parents promptly of absences, tardiness, incomplete homework, incomplete school work, and breaking school rules.
  
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
  - Teacher and/or school emails on website.
  - During planning time - check office for times.

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

Parents may visit classroom at specified time and time limit prescheduled at least one (1) day in advance and at sole discretion of the principal.

Provide parents and community with a school calendar that lists all events of the school district.

Parents are invited to class/grade programs, field days, and awards day.

**Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring type of television and video games my children watch.
- Volunteering in my child's classroom. If on a regular basis, state laws and district policy must be followed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Strategic Planning Committee, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the School Support Team or other school advisory or policy groups.

**Student Responsibilities**

**I will share the responsibility to improve academic achievement and achieve the State's high standards.**

**Specifically, I will:**

- 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.]

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School

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Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date