

Parent Involvement Policy Farrer Elementary School

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements of (c) through (f) as listed below and outlined in Title I law:

A. POLICY INVOLVEMENT

Farrer Elementary School will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

- The Annual Meeting to be held August 14, 2008 at 6:00 pm in the Farrer Elementary School Cafetorium.

The agenda is as follows:

- Schoolwide since 1996
 - 40% free or reduced lunch, minimum
 - Goals
 - Plan available in the office
 - School Report Card and School-Parent Compact will be sent home
- Benefits
 - Additional funding provides assistance for students, parents, and families
 - Technology
- Curriculum
 - Utah State Core
 - PSD Language Arts adoption, *Treasures*
 - Ongoing assessment and intervention to ensure student success
 - Skills measured to standard: 3 or 4 on CRT
- Parent Involvement makes a DIFFERENCE
 - Family Activities: sports night (1st Thursday each month), parent parties (3rd Thursday each month)
 - ESL classes for those wishing to learn English
 - Site Council meets monthly (4th Tuesday 4:30). All parents are invited to come and participate
 - SEP's (September, January, May). Parents may request a teacher meeting anytime.
 - Information will be available via school calendar, PTA newsletter, notes home and Farrer website

2. Hold parent activities, where possible, at multiple times of day that are convenient to our parents. Parent parties will be held on the third Thursday of each month. Based on the results of a survey sent to each home on October 20, times will be determined, i.e. morning, afternoon, evening, Saturday.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;

- The PTA is active and involved in the school. They participate in designing and directing activities for students, parents, and families that include International Night and Spring PTA Carnival.
- The Farrer Elementary Site Council meets monthly. During their meetings, test scores are reviewed, academic and physical concerns are addressed, and determinations are made regarding the use of Land Trust funds.
- Parent-Teacher conferences are held three times a year. Teachers, parents, and students meet to discuss student performance and set appropriate goals for student progress.
- Parent Involvement activities are scheduled on a monthly basis. They include, but are not limited to Parent Parties, literacy nights, parent training meetings, and ESL for adults.

4. Parents are notified of school programs and activities in a variety of ways.

Information is

- posted on the school website.
- provided in note form sent home with the students.
- included in PTA Newsletter.
- by e-mail, as possible.

Information is provided in advance of all activities, again a week previous, and once again on the day of the activity.

Parent-teacher conferences are held at the beginning of each school year, following baseline testing. At that time, teachers review the assessment results with students and parents. They discuss the curriculum provided for students at their assigned grade level and explain the expectations for student performance.

In addition to parent-teacher conferences, parents may schedule meetings with the teacher, as needed. Parents are encouraged to participate, as appropriate, in decisions relating to the education of their children. Teachers are eager to participate as partners with parents.

- At the annual meeting/Back to School Night, parents are informed of the State Core Curriculum, the language arts and math adoptions in Provo School District.
- The assessment tools used to measure student progress and listed in our school plan include:
 - Formative assessments include but are not limited to DIBELS, *Treasures* IRI and Placement test, and the Provo Writing Assessment; these tests are administered three times each year. Proficiency for these assessments is an on-grade-level score.
 - The Utah State CRT is administered at the end of the school year; proficiency is measured by a rubric score of 3 or 4.

5. If the schoolwide program plan is not satisfactory to the parents of participating children, they may submit comments on the plan to the school administration.

- The schoolwide program plan is available for review by parents and the community in the office at Farrer Elementary.
- Parents are invited to give input and express concerns through the Title I Coordinator and/or the school administration.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC

ACHIEVEMENT As a component of the school-level parental involvement policy, Farrer Elementary School will 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 AGREES TO:

- Conduct a comprehensive needs assessment annually. Use multiple sources of information in determining strengths and needs of the school. Disaggregate and analyze the data by sub-group.
- Based on needs assessment, establish school goals and individual student achievement standards.
- Identify instructional strategies that have been proven effective and research based. Align curriculum, instruction, and assessment to meet the state core curriculum, and performance and accountability standards.
- Provide additional instructional time to children not performing at the grade-level standard.
- Provide accelerated, high quality curriculum that enables all students to achieve challenging standards.
- Implement transition activities to ensure the effective transition from preschool to elementary school and from elementary school to the next level.
- Ensure that highly qualified teachers and para-professionals provide educational services.
- Ensure that high quality on-going professional development offerings are available to staff and that these activities increase teacher capacity in making instructional decisions.
- Provide a safe climate conducive to student learning.
- Involve parents in the development of goals and expectations.
- Inform parents of the best time and way to communicate with the child's teacher, i.e. telephone, note, e-mail.
- Build the capacity of parents to help their children achieve high standards.
- Share assessment and evaluation data with parents and school-wide data with the community.
- Contact parents when there is a change in or concern about a student's grades or behavior.
- Conduct Parent Teacher Conferences and provide quarterly Standards Reports.

PARENTS agree to:

- Ensure that their children attend school regularly and on time.
- Monitor homework assignments.
- Read to/with their child for twenty minutes each day.
- Volunteer in their child's classroom as time and situation permits.
- Participate in school decisions as they relate to their child's education.
- Monitor their child's television and electronic game time.
- Ensure that their children get proper rest.
- Attend SEP Conferences.
- Check their child's backpack daily.
- Return school communications in a timely manner.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the school –

- Will educate teachers, pupil services personnel, principals, and other staff, in the most effective ways to assist parents, in the value and utility of contributions of parents, and in reaching out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Will introduce the grade level learning standards and expectations that apply to their children at Back to School Night and Parent Teacher Conferences.
- Will encourage teachers, either by class or by grade level, to offer curricular instruction to parents in an effort to enable them in their desire to participate in the learning of their children.
- Will provide the opportunity for interested parents to learn English through a class provided at the school
- Will hold Parent Parties at the school a minimum of four times during the school year where engaging activities and helpful instruction will be provided in effort to help parents help their children to be successful in school.
- May provide technology instruction to interested parents giving them an opportunity to become more literate in the use of computers and other available technological tools.
- May be offer practical training to help parents better understand financial issues that have the potential to impact the wellbeing of their family.
- Will provide students in grades 4-6 an opportunity to take books home each day. They will read the books, on their personal reading level, with parents and/or siblings and return them the following day. Parent volunteers will change the books daily.
- Will offer an opportunity for students to purchase used books and books in Spanish at least twice monthly for \$.25 per book.
- Will offer Title I Pre-school to a four-year-olds, based on their academic and social needs, from within the six Title I school boundaries.
- Will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in both English and Spanish and posted on the school website.
- May adopt and implement new and innovative approaches to improving parental involvement.
- PTA and Site Council members may provide advice on matters related to parental involvement and in supported parent involvement programs;
- Will provide such other reasonable support for parental involvement activities under this as parents may request.

D. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, Farrer Elementary School, to the extent practicable, will 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 providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- Translation will be available to non-English speaking parents at all general gatherings held at the school, i.e. Back to School Night, general PTA meetings, Annual Title I meeting, Parent Teacher Conferences.
- Parents of students with limited English proficiency, students with disabilities, and migrant students are encouraged to become involved with school all school activities, including Site Council.
- All stakeholders are encouraged to attend Site Council meetings, to participate and to be aware of concerns and successes in the school.