

TITLE I PARENTAL INVOLVEMENT POLICY : Lucy S. Herring Elementary School

I. General Policy Statement : Lucy S. Herring Elementary School recognizes that parental involvement in their children's education increases student success and strengthens parent-school communications. The ESEA requires the involvement of *parents in Title I, Migrant and ESL programs

II. Parental Involvement Goals : Lucy S. Herring Elementary School will, in coordination with parents of participating K-5 children, develop programs, activities and procedures, which have the following goals:

- A. To inform parents in a timely manner about program(s) for which their children qualify to be served and instructional objectives of the program(s). Information sessions for parents may include Parenting meetings, Title I Curriculum Nights, and Parent Videos about various educational topics and resources.
- B. To improve the effectiveness of communication with parents as equal partners and build ties between parents and the school. Consultation with parents may include use of a consultant, input from **Parent Advisory meetings throughout the year, newsletters and other publications, Parent-Teacher conferences, school messenger phone calls, emails, connections to online-learning portals such as SeeSaw and Google Classroom, and communications using the Remind App, etc. Meetings will be held at different times during the day to accommodate parent schedules.
- C. To implement a variety of approaches to improving parental involvement. These approaches may include parenting meetings, advisory meetings, conferences, newsletters, calendars, etc.
- D. To establish a partnership between the school and parents by providing assistance in understanding program standards and student achievement standards. Assistance in understanding standards may include Common Core information, grading scale information, school initiatives, new testing , and state and federal programming and testing, etc.
- E. To offer encouragement and opportunity for literacy training for parents throughout the year based on assessed needs or parental requests. Determining parental needs may include parent survey information to determine needs, etc.
- F. To involve parents in the planning, review, and improvement of programs, including the school parental involvement policy and the joint development of the school wide program(s). This involvement may include:
 - a. Participation in the School Improvement Plan;
 - b. Review of curriculum in use at the school;
 - c. Review of academic assessments and proficiency levels;
 - d. Opportunities for parents to participate in decisions relating to the education of their children;
 - e. Opportunities for parents of participating children to comment on the plan and/or any if they believe it is not satisfactory;
 - f. Hold an annual meeting to inform parents of the school's participation in the Title 1 program and explain the requirements of the program and their right to be involved.
 - g. Hold a minimum of two (2) parenting meetings with topics of meetings based on needs assessments, discipline, achievement, State Assessment Information, quarterly assessments, motivation, study habits, curriculum, etc.
 - h. Title 1 funds may be used to pay reasonable and necessary expenses associated with parent involvement activities including transportation, child care, or home visit expenses to enable parents to participate in school related meetings and training sessions.
- G. To notify parents in writing at the beginning of each school year that they may receive information about teachers' qualifications. Parents may ask for and receive the following:
 - a. The School Report Card from the Department of Public Instruction;
 - b. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject matter he or she teaches;
 - c. Whether qualification and licensing criteria have been waived to permit the teacher to teach on an emergency or other provisional basis;
 - d. The teacher's college major, any graduate certification or degrees the teacher has, and the field of discipline of those certificates or degrees; and
 - e. Whether teacher assistants or similar paraprofessionals provide services to the parents' children and, if they do, their qualifications.

