

M.E. Lewis, Sr. Elementary School Parent Plan/Policy

Revised October 17, 2011

M.E. Lewis, Sr. Elementary School is committed to providing a quality education for all students. This can be accomplished through increased family involvement. Therefore, the following policy for parental and family involvement for M.E. Lewis, Sr. Elementary School has been adopted in accordance with Section 1118 of the NCLB Act.

M.E. Lewis, Sr. Elementary School acknowledges that value and utility of the contributions of parents, of reaching out to and communicating with parents, of working with parents as equal partners, and implementing and coordinating parent programs. Building ties between home and school are valued components of a quality educational program at M.E. Lewis, Sr. Elementary School. Regular attention is given to the school system's vision statement, mission statement, and guiding principles, all of which emphasize the contributions of parents and other community members to student achievement. A document continuing these statements is distributed to all stakeholders, including employees, students, and parents. It is posted in a prominent place in the building. Additionally, all school goals and school improvement plans are aligned with these statements.

Involvement in joint development, review, and revision of the Title I Plan for M.E. Lewis, Sr. Elementary School is reviewed each year by the School Advisory Council which includes a representative sample of parents, teachers and community members and administrators. The School Advisory Council meets quarterly. Suggestions from all reviewers are considered for inclusion in the final plan. This includes development of program components and suggestions to increase parental involvement. The parental involvement policy is made available to parents each year to the extent feasible, in a manner and language which they can understand.

Coordination of Resources and Technical Assistance the system Title I Coordinator, curriculum coordinators, other program directors, and external consultants provide technical assistance to M.E. Lewis, Sr. Elementary School as parent involvement programs are developed, implemented, and revised.

The Title I Coordinator, Parent Involvement Liaison, and Principal coordinate parent involvement activities for the school with the assistance of the School Advisory Council, Parent-Teacher Student Organization (PTSO), school improvement Parent Involvement Liaison and other personnel agencies involved in homeless or migratory children. The Parent Involvement Liaison also assists staff members by providing family literacy activities through workshops and consultations, and coordinating family literacy events in the community. Input from the local Department of Family and Children's Services (DFACS) and school counselors are gathered. Collaborative arrangements with Oconee Regional Educational Agency (RESA), Hancock County Family Connection, and the Department of Family and Children's Services are utilized.

Various activities to encourage family literacy are offered each year. The Parent Involvement Liaison provides information to parents who wish to complete their GED. Early intervention and early literacy activities are designed and delivered to encourage and empower parents to develop early learning skills in children. The Parent Resource Center is made available at the front of the school with pamphlets for the parents to take and read. School counselors facilitate communication and parent involvement through the regular Student Support Team meetings. Other parenting activities and parenting and workshops are offered through the school and the Pre-Kindergarten program personnel.

Training is also provided on a variety of needed topics as determined by parental input. Family Literacy nights are also held to help parents learn strategies to improve their children's reading performance and academic achievement. These may be conducted by teachers for parents of their individual classes, or for larger groups of parents in the school. As individual families whose primary language is not English need

assistance in understanding information and communications, that assistance is provided through interpreters and written materials translated into their native language. Access and assistance are also available to identified parents with disabilities as needed, through the utilization of school and system specialists.

Technology linking both home and school gives parents access to school resources and provides another avenue for home school communication.

Appropriate roles have been and will continue to be developed for community organizations and businesses in partnership with the school system. For example, businesses, are asked to provide families with incentives to help improve reading and math. Volunteers are solicited from community organizations to act as mentors and tutors for children expecting difficulty in reading and math progress.

Parental Involvement

Parents are kept current with activities and the focus of classroom instruction through weekly newsletters sent home by each classroom teacher. Parents are invited to volunteer in their child's classroom, and participate in school meetings and events through this medium as well as through flyers sent home. Parents are encouraged to volunteer in numerous roles in the school, including tutoring, assisting with reading or literacy and math centers in the classroom, working in the media center, chaperoning field trips and special events, and helping the Parent-Teacher Student Organization support the school. Fathers are asked to be involved by participating in the Real Men/Real Fathers celebration, where they are asked to come to the school with their children for a day.

Parents are presented with reports on their children's expected and actual progress at the end of each nine weeks grading period. Parents are invited and encouraged to attend parent-teacher conferences. Parents choose times that are most convenient. At least 90% participation is expected. Parent-teacher conference logs are submitted to the principal. Teachers are available to parents during resource periods and after school for phone calls, conferences, or school visits to observe or participate in classroom activities.

Parent input in the School Improvement Planning process is a comprehensive school-wide process that has been implemented for developing school improvement plans. Participants in the process include school personnel, community leaders, parents business and professional leaders, and other stakeholders. School improvement plans are also developed with the input of the School Council and reviewed and revised annually. At M.E. Lewis, Sr. Elementary School, progress toward school improvement goals is measured and reported to all school staff. School Improvement Plans are available for public reviewing upon request.

Timely Information to Parents

Parents are provided timely information about school programs, a description and explanation of the curriculum, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet. Results of annual school review including performance profiles are made available to parents. Parents are provided with written materials on a regular basis to assist them in understanding and assisting their child with classroom assignments. Parent's non satisfactory comments will be submitted with the LEA plan if possible.

Annual Meeting

In the fall of each school year M.E. Lewis, Sr. Elementary School holds an Open House, encouraging all parents to attend. Parents who are unable to attend are offered a brochure explaining the meeting and expectations for their children. Parents may also request a conference with a school administrator or teacher. Parents are informed of the nature of the Title I Program, its requirements, why the school is participating, and the parents' right to be involved in decisions about their children's education. The Parent Involvement Policy is available for review and is update as needed.