

5.02

SCHOOL LEVEL TITLE I PARENT INVOLVEMENT POLICY

Pursuant to federal law, Sheldon Clark High School and the parents of students participating in Title I school programs have jointly developed the following parent involvement policy. This policy was also been approved by SCLHS SBDM council. The policy shall be implemented by the principal or designee according to the timeline set forth in the policy and incorporated into the school's Title I plan.

Mission

The mission of Sheldon Clark High School is:

- All students will achieve academic success in a positive learning environment.
- Parent and family involvement will be promoted to ensure student success.
- The best teaching practices will be implemented to ensure that "no child is left behind."

What Schoolwide Title I Programs Offer

Title I is about giving all children a chance to be successful. Some students may not have all the advantages others students have. That's where Title I comes in. Its goal is to help all children succeed.

Sheldon Clark High School receives Title I funds and services. Our school has developed a Comprehensive School Improvement Plan (CSIP) with goals and strategies based on the specific needs of the students of that school. School staff, teachers and parents see what's needed for all the students to meet Kentucky's education standards. The school based their assessment on: standardized test, program assessments, school grades, K-PREP and MAP results, parent, student and teacher surveys.

Goal of Title I

The specific goal of Title I is to improve student's achievement through:

- Effective instruction;
- Scientifically research based academic programs;
- Professional development to build the skills and capacity of teachers and instructional assistants;
- Effective and efficient parental involvement.

Research indicates that parent support is more important than any other factor in determining a child's success in school.

Parent Involvement with Title I planning

The school shall hold an annual meeting for parents of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other

interested persons to discuss the Title I program plan, review implementation of the Title I plan, review and revise as needed the existing Title I parent involvement policy, discuss how Title I funds allotted for parent involvement activities shall be used, and invite suggestions for improvement. Evaluations may be conducted through a written survey, a telephone survey, or in person.

School support for parent involvement

The school shall involve parents in the planning, review and improvement of the parent involvement programs to improve student academic achievement and school performance.

This planning, review and improvement shall be accomplished by:

- offering a flexible number of meetings at various times to encourage parent involvement (transportation, child care, or home visits may be provided if needed);
- surveying parents annually to gain information regarding their perception of the parent involvement program;
- conducting meetings at the end of the school year to plan activities and components of the Title I program for the following school year; and
- distribution of a copy of the Parent Involvement Policy to parents.

Student learning

The school shall provide to parents, as appropriate, information to help them understand Kentucky's academic core content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The school shall develop written materials and training for staff to help parents work with students to improve student achievement.

This will be accomplished by:

- providing timely and understandable information concerning the Title I program;
- notifying parents of the school's performance reports;
- providing parents with information regarding the school's curriculum, core content and student performance standards;
- informing parents of student's assessment results;
- describing and explaining the curriculum used at the school and the types of academic assessment used to measure student progress;
- communicating with parents through semi-annual parent teacher conferences with the classroom teacher and with the Title I teacher;
- conferring with individual parent as requested at any time by the parent or teacher; and

- informing parents of each Title I student reading below grade level of the specific instructional needs and objectives for their child through parent-teacher conferences and progress reports.

School-Parent Compacts

The school shall develop a school-parent compact jointly with parents of Title I students. The compact shall outline responsibilities of the school, staff, parents and students in striving to raise student achievement and explain how an effective home-school partnership will be developed.

The school-parent compacts shall:

- describes the school's responsibility to provide high quality curriculum that enables Title I children to meet Kentucky's academic achievement standards;
- describes how parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom, participating in decisions relating to their child's education and positive use of extracurricular time; and
- addresses the importance of establishing ongoing, good communication between teachers and parents through;
 - annual parent-teacher conferences to discuss individual student progress discussing the child's development;
 - frequent progress reports to families on student academic progress;
 - reasonable access to staff and opportunities to volunteer, observe and participate in classroom activities.

School-based parent involvement activities

Title I schools shall encourage parents to become involved in the activities of the schools by:

- extending personal invitations to parents to volunteer in school classrooms other than their own child's;
- sharing techniques and strategies for promoting and supporting the education of their child at home as well as at school;
- including Title I parents in workshops and conferences;
- encouraging Title I parents to participate on the school's Title I Parent Advisory Council;
- ensuring that communication between home and school is regular, two-way and meaningful;
- providing assistance to parents, as appropriate, in understanding such topics as Kentucky's academic core content and achievement standards, state and local academic assessments;

- providing materials and training to help parents work with students to improve achievement such as literacy training, math, reading, and using technology as appropriate, to foster parental involvement; and
- welcoming parents in the school, seeking, and supporting their assistance.

Method of communicating with parents

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format the parents can understand. Communication will take place in the form of announcements sent home by students, letters, phone calls, web postings, teacher blogs, and email.

Annual evaluation

The school shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The school shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy.

The school shall provide such other reasonable support for parental involvement activities as parents may request.

Revised 11/6/2013

NOTIFICATION OF RIGHT TO REQUEST TEACHER QUALIFICATIONS

August 6, 2015

Dear Parent or Guardian:

The educators in Martin County are committed to providing a quality instructional program for your child. This letter is just one of the ways of keeping you informed on the educational commitment of our schools and our district.

Our district received federal funds for Title I programs of the No Child Left Behind Act (NCLB). Under NCLB, you have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information the district will provide you with the following:

- Whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- The college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- Whether your child is provided services by Para educators, and if so, their qualifications.

If you would like to request this information, please contact Mark Blackburn by phone at (606) 298-3572 or by email at mark.blackburn@martin.kyschools.us. Please include your child's name, the name of the school your child attends, the name of your child's teacher(s) and an address or email address where the information may be sent.

Thank you for your interest and involvement in your child's education.

Sincerely,



John D. Goble, Superintendent

Sheldon Clark High School Parent/Student/School Compact

Sheldon Clark High School believes that effective schools are a result of families and school staff working together to ensure that children are successful in school. It is our belief that student performance will improve as a result of our cooperation efforts to suppose this compact. This is a four-way partnership with a specific goal in mind. You are invited to be a part of this partnership.

PARENT/GUARDIAN AGREEMENT

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Establish a time and place for homework and review homework regularly.
- Encourage my child to complete all homework assignments.
- Find out how my child is doing in school by attending conferences, checking homework, and/or calling the school.
- Spend time each day with my child reading writing, listening or just talking.
- Sign all papers that require a parent/guardian signature.
- Encourage positive attitudes toward school.
- Help my child to resolve conflicts in positive, non-violent ways.
- Make sure my child has needed school supplies, like paper and pencils, throughout the year.

PARENT SIGNATURE _____ DATE _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pencils, paper and other necessary tools for learning.
- Complete and return homework assignments in a timely manner.
- Observe regular study hours.
- Work hard to do my best in class.
- Have a positive attitude towards myself, others, school and learning.
- Show respect for my school, other people and myself.
- Obey school rules.
- Work to resolve conflicts in positive non-violent ways.

STUDENT SIGNATURE _____ DATE _____

TEACHER AGREEMENT

It is important for students to achieve. Therefore, I shall strive to do the following:

- Communicate with parents and provide assistance with homework as needed.
- Encourage students and provide quality instruction in a positive environment.
- Hold high expectations for all students.
- May myself available to parents and encourage parents to visit and be part of our school.

TEACHER SIGNATURE _____ DATE _____

PRINCIPAL AGREEMENT

I support this learning compact for parents, students and staff. Therefore, I shall strive to do the following:

- Provide an opportunity for parents to communicate with me if the need arises.
- Encourage students to do their best.
- Monitor and encourage all facility and staff.

PRINCIPAL SIGNATURE _____ DATE _____

- informing parents of each Title I student reading below grade level of the specific instructional needs and objectives for their child through parent-teacher conferences and progress reports.

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