



## Noxapater Attendance Center

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### Parental Involvement Policy 2024 – 2025

Noxapater Attendance Center is committed to the education of the children in our community. We feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. LMSD's motto is Every Child -- Every Chance -- Every Day. This expression is not only intended to be utilized within our school but is something we hope resonates in our community. It is our mission to produce a community of lifelong learners. It is our pledge to maintain a good line of communication from school to homes and our goal to provide ample opportunities for parental involvement throughout each school year. 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 outlined in Title I law.

#### A. POLICY INVOLVEMENT

**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;**

Our school holds an official meeting by the end of September each school year to review with parents Title School requirements and the school's Parent Involvement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status and facilitate a review of the school's action plan.

**2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement;**

Parents are invited to participate in a variety of meetings and activities over the course of the school year. An Open House is held in August to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectation and their student's academic progress.

Due to the hectic and varying schedules of our school family, efforts will be made to provide training opportunities to parents via links on our school website making information accessible twenty-four hours a day. We utilize Twitter, Facebook via our PTA page, and Parent Square to keep parents updated and informed.

Parents will be invited to participate in a parent-teacher conference at least twice a year to discuss their child's progress. Teachers may receive parents in the morning, during the school day and/or afterschool to accommodate as many reciprocating parents as possible. Our Open House is held until 6:00 so parents can get off work and still meet with teachers.

**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.**

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Action Plan and Parent Involvement Policy. The school's parent council consistently reviews school policy in an organized, ongoing and timely way. An organized PTA has been established in our school to create a forum for parental input and involvement. Our PTA affiliation connects our school to parental involvement resources at the state and national level.

**4. Provide parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestion as soon as practically possible.**

Our school communicates with parents often the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our School Handbook, Classroom Newsletters, School Website, Classroom Websites, Parent Square, AIMS (phone call system), Parent/Teacher Conferences, MTSS Meetings, IEP Meetings, PTA meetings, Tiger Club Meetings, individual notes/calls home, Family Fun Nights, Surveys (paper and online), parent workshops, Open House, Back to School Rally, Mid-Term Progress Reports, Report Cards, benchmark results, fluency scores, Twitter, Facebook, Winston County Journal coverage, WLSM Radio Station coverage, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

**B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

**As a component of the school-level parental involvement policy, each school shall 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 education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher-Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all at the beginning of each school year. The signed compacts are kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

### **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, each school and local educational agency assisted under this part**

**1. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.**

Only through a true partnership with parents will all of our students be able to achieve academic success. We all understand that school is different than it was when our students' parents were in school. It is our responsibility to help educate parents on how students are graded, assessed, and evaluated at school and to help parents understand these methods so they can better help their students succeed.

Each year in late August, parents of students in our MTSS process receive letters explaining the additional interventions they will be receiving. This letter explains the student's academic deficiency and what we are doing to help correct the issue.

We utilize Active Parent in order to keep parents informed of their student's grades and progress in class.

In the early part of the second semester, we hold a parent meeting to discuss the state testing requirements and expectations. We help parents understand what the test looks like and how they can better help their children achieve success.

**2. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.**

As a faculty and staff, we recognize that not all parents will be able to fully understand curricular expectations, and it is our responsibility to help these parents understand so

they can continue to help their children. By providing materials and training, we can help foster parental involvement. Additionally, we will provide trainings to parents on topics that we recognize are difficult for parents to understand, especially new curriculum and programs we utilize that they are unfamiliar with. This year we will offer lower elementary, upper elementary, and middle/high school parent nights to explain grade-level strategies for success. For lower elementary, we will concentrate on the 5 components of reading: phonemic awareness, fluency, vocabulary, and comprehension. For upper elementary, we will focus on new standards involving conceptual understanding (partial product math rather than standard algorithm multiplication). For middle and high school, we will focus on the ACT and Workkeys, what is tested, how it is tested, and the benefits of students succeeding on these assessments.

**3. Shall educate teachers, pupil services personnel, 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, implement and coordinate parent programs, and build ties between parents and the school.** Faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. Information derived will be utilized by the school's Leadership Team to strengthen the tie between school and home for the purpose of increasing student achievement.

**4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with community based early learning programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

We understand the importance of early childhood education and know that parents play an integral role in ensuring that students are gaining access to educational programs from an early age. We coordinate with the local HeadStart program to give their rising kindergarteners a tour of our campus and answer any questions they may have about our school. We also work within our community to inform parents about the Pre-K program offered at a district elementary school that is available to them as well.

**5. Shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to extent practicable, in a language parents can understand.**

Due to the volume of paper that is sent home each year from school to home, written information is purposefully as compact and concise as possible.

Teachers and administrators will utilize Parent Square to communicate with parents; this program allows us to send flyers, photos, and text messages in easy-to-read and understand language.

**In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall 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.**

Parents of all students, regardless of English proficiency, mobility or disability, are an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. We work closely with our Special Education department in order to ensure that struggling students are identified and receive testing so that we can best meet their academic and behavioral needs. Our MTSS process is thorough, and teachers monitor identified students on a monthly basis. Students who fail to meet intervention expectations will be referred for testing to ensure that all their needs are being met to the best of our abilities with all the resources available.