

**Cromie Elementary  
Parent Involvement Policy  
2020 - 2021**

The goal of Cromie Elementary is to provide a quality education to ALL students. The purpose of Cromie Title 1 Program is to make sure that all children have an equal, fair, and significant opportunity to receive a high-quality education which will allow them at a minimum to reach proficiency in meeting State academic achievement standards and proficiency on State academic assessments.

Cromie Elementary values the role that parents play in their child's education first and foremost as their child's first teacher. We know that parental influences play a vital role in promoting higher student academic achievement and school performance.

Cromie promotes life-long learning to prepare students to become contributing members of our always changing society. We prepare the students for this by maintaining a positive, nurturing, and self-motivating environment.

The following outline is in compliance with the legal requirements of the No Child Left Behind Act of 2001 (PL107-110, Section 1118). The policy will be available to all parents at Cromie Elementary.

- 1. Parents will have an opportunity to assist in developing the building plan, review the program and offer suggestions. To accomplish this:**
  - Parents will be invited to an annual meeting in the month of September/October. Parents will be informed of the following: Title 1 Objectives; targeted assistance objectives and instructional methods; the student selection process; test scores and how schools are identified for school improvement; and that they as parents have the right to request to know the qualifications of teachers and paraprofessionals in their school (section 1118).
  
- 2. Support will be provided to parents and teachers as they plan and implement effective parent involvement by:**
  - Providing parent/child workshops and activities based on the assessed needs and interests. The parent group with the Parent Coordinator/Facilitator's leadership will plan and conduct 3 workshops per year.
  - Developing a Parent/Student/Teacher Compact in cooperation with both parents and teachers and promoting its use for the betterment of the students.
  - Providing current, reputable parent literature/materials in a format that is understandable to parents.
  
- 3. In order to promote the school's and parents' capacity to form a strong partnership and work toward higher student academic achievement, will:**
  - Inform parents of school activities through newsletters, phone calls, web sites, email and other media.
  - Encourage staff to have regular two-way meaningful communication with parents through parent/teacher conferences, progress reports, classroom newsletters, school website, and providing opportunities to volunteer in children's classroom during the school day.

- Develop partnerships with community based organizations and business sponsored programs, workshops and training, and having representation at school functions.
- Encourage parents to visit their children’s classroom during Meet the Teacher Night, Open House, and other evening events.
- Assist parents in the areas of State academic content standards, State student academic achievement standards, State and Local assessments, the requirements of this and how to monitor a child’s progress and work with teachers to improve the academic achievement of their children as well as provide information on how parents can participate in making decisions regarding their children’s education.
- Make information available, in a format and, to the extent possible, in the language parents can understand.
- Provide materials and train to help parents work with their children to improve their children’s academic achievement. Such training would include literacy training and using technology, as appropriate, to foster parental involvement.

**4. Parents will participate in the annual evaluation of the content and effect of the school parental involvement policy and practice. They will also consider:**

- Increasing parent involvement
- Ways to overcome barriers which may limit participation for those who are economically disadvantaged, disabled, have limited literacy, have limited English proficiency or are of any racial/ethnic minority background. The annual evaluation will be used to revise and/or design parent policy practices to better parental involvement and parental input.

## Cromie Family Engagement Plan

| Timeline  | Activity   | NCLB Section 1118 Requirements                              | Epstein Level of Involvement |
|-----------|--|---|------------------------------|
| August    | * Send Welcome Back Newsletter<br>* Popsicles with the Principal<br>*Gleaners Food Distribution  | (A) (2)(f)  | 2                            |
| September | *Virtual Learning<br>* Meet the Teacher Night on Webex<br>* Title I Fall Parent Involvement Meeting<br>* PTO Meeting<br>*Gleaners Food Distribution<br>* PTO-Golf Outing   | (b)<br>(c)(1)(2)(4B)(4C)<br>(d)(2A)(2B)(2C)<br>(e)(1)(2)(5) | 1, 2, 3, 4,5,6               |
| October   | *Virtual Learning<br>* Progress Reports sent home<br>* Parent Teacher Compact sent home<br>* Red Ribbon Week (Drug Awareness Education)<br>* NWEA assessment<br>* PTO Meeting<br>*Gleaners Food Distribution<br>*MTSS meetings | (a)(1A)(d)(2)(2B)(2C)<br>(c)(1)(2)(3)(4A)(4B)               | 1,2,3,5,6                    |

|                 |  |                                   |           |
|-----------------|--|-----------------------------------|-----------|
| <b>November</b> | <ul style="list-style-type: none"> <li>*Virtual Learning</li> <li>* Report Cards</li> <li>* Virtual Parent Teacher Conferences</li> <li>* PTO Meeting</li> <li>*MTSS meetings</li> <li>*Gleaners Food Distribution</li> </ul>  | (c)(2)(4A)(4C)<br>(d)(2A)(2B)(2C) | 1,2,3,5,6 |
| <b>December</b> | <ul style="list-style-type: none"> <li>* PTO Meeting</li> <li>*Virtual Learning</li> <li>*Hybrid Learning</li> </ul>   | (d)(2)(2B)(2C)                    | 1,3,5,6   |
| <b>January</b>  | <ul style="list-style-type: none"> <li>* PTO Meeting</li> <li>* PTO Meeting</li> <li>*Virtual Learning</li> <li>*Hybrid Learning</li> <li>* Progress Reports</li> <li>*Gleaners Food Distribution</li> <li>*MTSS meetings</li> </ul>   | (c)(2)(4A)<br>(d)(2C)             | 1,3,5,6   |
| <b>February</b> | <ul style="list-style-type: none"> <li>* PTO Meeting</li> <li>* PTO Meeting</li> <li>*Virtual Learning</li> <li>*Hybrid Learning</li> <li>*Kindergarten and Early Childhood Education Informational Meeting</li> <li>*Gleaners Food Distribution</li> <li>*MTSS meetings</li> </ul>                        | (A) (2)(f)                        | 1,2,3,5,6 |
| <b>March</b>    | <ul style="list-style-type: none"> <li>* Progress Report sent home</li> <li>* PTO Meeting</li> <li>*Virtual Learning</li> <li>*Hybrid Learning</li> <li>* PTO Meeting</li> <li>*March is Reading Month activities</li> <li>*Gleaners Food Distribution</li> <li>*NWEA assessment for all grades</li> </ul> | (c)(2)(4C)<br>(d)(2B)             | 1,3,4,5,6 |
| <b>April</b>    | <ul style="list-style-type: none"> <li>*Gleaners Food Distribution</li> <li>* PTO Meeting</li> <li>* PTO Meeting</li> <li>*Virtual Learning</li> <li>*Hybrid Learning</li> <li>*MTSS meetings</li> </ul>   | (e)(2,3,5) (f) (g)                | 1, 4, 6   |
| <b>May</b>      | <ul style="list-style-type: none"> <li>*Gleaners Food Distribution</li> <li>* PTO Meeting</li> <li>* PTO Meeting</li> <li>*Virtual Learning</li> <li>*Hybrid Learning</li> <li>*MTSS meetings</li> </ul>   | (e)(2,3,5) (f) (g)                | 1, 4, 6   |
| <b>June</b>     | <ul style="list-style-type: none"> <li>*Gleaners Food Distribution</li> <li>* PTO Meeting</li> <li>* PTO Meeting</li> <li>*Virtual Learning</li> <li>*Hybrid Learning</li> </ul>   | (e)(2,3,5) (f) (g)                | 1, 4, 6   |
| <b>July</b>     | <ul style="list-style-type: none"> <li>*Gleaners Food Distribution</li> <li>* PTO Meeting</li> <li>*Virtual Learning</li> </ul>  | (e)(2,3,5) (f) (g)                | 1, 4, 6   |

|  |                  |  |  |
|--|------------------|--|--|
|  | *Hybrid Learning |  |  |
|--|------------------|--|--|