

**Green Acres Elementary  
Parent Involvement Policy  
2022-2023**

The goal of Green Acres Elementary is to provide a quality education to ALL students. The purpose of Green Acres 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 State academic assessments.

Green Acres 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.

Green Acres 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 Green Acres 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. Parents will be informed of the following: State achievement standards, overview of the School Improvement Plan, last year's data and current plan strategies; Title I programming available and qualification requirements; ways parents can monitor student progress; review and re-approve the School-Parent Involvement Plan and explain the rights of parents to be involved in the SI Process as well as Parent Involvement Planning; seek input regarding parent training and support needs for the year; inform them that they, as parents, have the right to request to know the qualifications of teachers and paraprofessionals in their school (section 1119).

**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 one or more workshops each 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, Remind text messages and other media.
- Encourage staff to have regular two-way meaningful communication with parents through parent/teacher conferences, progress reports, classroom newsletters, school web site, 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.