

Gardner Middle School

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Gardner Public Schools

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Parent/Guardian Involvement 2020-2021

Gardner Middle School welcomes and encourages the participation of parents/guardians in support of student learning and recognizes that parental involvement increases opportunities for student success. Gardner Middle School will foster and maintain ongoing communications with parents/guardians concerning opportunities for involvement, their children's eligibility for special programs, their children's educational progress, professional qualifications of their children's teachers, and the status of the children's school.

Our school strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents/guardians can understand. To the extent practicable, Gardner Middle School shall provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities and parents/guardians of migratory children, including providing information and school reports in a format and language that parents/guardians understand. Communications with parents/guardians shall, at all times, respect the privacy of students and their families.

Gardner Middle School will consult with parents/guardians, teachers, principals and program administrators of federally funded programs in the development and revision of the district's consolidated application for federal funds and in the process of school review and improvement under the Every Student Succeeds Act (ESSA) of 2015. The process of school review includes timely publication and dissemination of the results of its annual progress report to parents/guardians, teachers, principals, and the school community. It is the intent of Gardner Middle School that parents/guardians of participating children understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents/guardians of children attending such schools are provided promptly with information about the options available to them, including School Choice and Supplemental Educational Services (SES), if applicable.

Gardner Middle School will publish and disseminate to parents/guardians and to the public, information regarding any actions taken by the district to address the problems that led to the identification of a school for improvement, corrective action, or restructuring. Gardner Middle School will notify parents/guardians of participating children at the beginning of each school year that they may request and the district will provide information on the professional qualifications of their child's classroom teachers and whether the child is provided services by paraprofessionals and/or tutors, if so, their qualifications.

In order to build capacity for strong parental performance, Gardner Middle School will:

1. Provide assistance to parents/guardians of children served by district, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local' academic assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to help parents/guardians to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of contributions or parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and schools;
4. Ensure that information related to district and school parent programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language the parents/guardians can understand; and
5. Provide such other reasonable support for parental involvement activities as parents/guardians may request; and
6. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

Gardner Middle School will conduct, with the involvement of parents/guardians, an annual evaluation of its parent involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents/guardians in activities authorized under ESSA. This evaluation will focus particular attention on parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Gardner Middle School will use the findings of this evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.

Gardner Middle School will involve parents/guardians in the activities by:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement;
3. Carry out capacity-building activities for parents/guardians;
4. Involve parents/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental policy and the joint development of the school-wide program plan under Title I. (If a school has in place a process for involving parents/guardians in the joint planning and design of the

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school's programs, the school may use that process, if the process includes an adequate representation of parents/guardians of participating children);

5. Provide parents/guardians of participating children
 - a. Timely information about programs under Title I;
 - b. A description 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
 - c. If requested by parents/guardians, 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 such suggestions as soon as practicably possible; and
6. If the school-wide program plan under section 1114 (b) (2) is not satisfactory to the parents/guardians of participating children, submit any parent comments on the plan when the school makes the plan available to the district.

Gardner Middle School will jointly develop a school-parent compact that outlines how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the State's high standards. These compacts, available in the local school office, shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this policy to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2. Address the importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum -
 - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - b. Frequent reports to parents/guardians on their children's progress; and
 - c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

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