

Rankin Elementary Tupelo Public School District Parent Involvement Plan

Revised March 3, 2020

The goals for parental involvement in Title I programs and activities in the Tupelo Public School District (TPSD) represent a joint effort between the district staff and parents of participating children. These goals have been agreed upon and made available to the parents and staff and are as follows:

- A. Produce a policy that provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved.
 - i. To convene annual meetings to explain the school programs, policies, participation, plan, and requirements
 - ii. To involve parents in planning and evaluation procedures
- B. Rankin will offer a flexible schedule of meetings, such as morning and evening.
 - i. To provide timely information regarding meetings, activities, and requests for parent response through telephone contacts, emails, newsletters, text messages, and website
 - ii. Provide parents with information about schools
 - i. To provide meetings scheduled at flexible times
 - ii. To provide information in a comprehensible language and format
 - iii. Provide regular, timely information for parents about their child's participation in and progress through conferences, home visits, and progress reports
- C. Rankin will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I programs including planning, review, and improvement of the School Parental Involvement Policy.
 - i. Provide a flexible, comprehensive range of opportunities for parents to become informed and involved
 - ii. Develop a parental involvement policy with the participation of parents that becomes part of Rankin's plan for increasing student achievement
- D. Rankin will provide parents of participating children timely information about programs under Title I, a description and explanation of the curriculum of use, forms of academic assessment used, and if appropriate, in decisions relating to the education of their children.
 - i. Provide teacher qualifications to parents upon request and notify parents when the child has been taught for four or more consecutive weeks by a teacher who does not meet the teacher requirements of ESSA
 - ii. Provide a description and explanation of the curriculum, assessment, and expected proficiency requirements through parent conference and/or home visits
 - iii. To plan and implement programs, activities, procedures, as required under Title I, that involve parents in the education of their children
 - iv. To promote regular, two-way, meaningful communication between the home and school through home visits, parent/teacher conferences, telephone contacts as needed, and use of translators as needed
- E. Rankin will submit comments/concerns to TPSD if the Schoolwide Plan is not satisfactory to parents.
 - i. RES will submit comments to TPSD Federal Programs Director, Corlis Curry, in the event the Schoolwide Plan is unsatisfactory
- F. Parent-student-school compacts will be jointly developed with parents of participating students; how it is used, reviewed, and updated.
 - i. Promote an inviting atmosphere for parents to feel accepted and to share in the responsibility for their child's academic progress

- ii. To develop and provide a Parent-School Compact agreement designed to outline the role of a parent, child, and school and reinforced through inclusion in a take home binder
 - iii. To provide prompt, personal responses to parents' requests and recommendations
- G. Rankin will build teachers' and parents' capacity for strong parental involvement.
- i. To model positive communication with parents and practice methods to resolve conflicts as they arise
 - ii. To build teachers' capability to increase parent involvement through the following:
 - i. PLC and staff meetings
 - ii. Professional development
 - iii. Conferences
 - iii. Use available community resources to strengthen and promote school programs, family practices, and the achievement of students through the following services:
 - i. Association for Excellence in Education
 - ii. Community business support
 - iii. Community Family Resource Center
 - iv. Community service organizations including Junior Auxiliary
 - v. Field trips utilizing community-based organizations
 - vi. School personnel
 - iv. To strengthen the effectiveness of parents' ability to work with their children at home by providing training and support through family literacy workshops, open houses, parent meetings, interactive classroom newsletters in the child's native language, parent handbook (English, Spanish, and Arabic versions), and parent involvement calendar
 - v. To provide prompt, personal response to parents' requests and recommendations through telephone contacts, emails, and surveys within a timely manner
 - vi. Coordinate parental involvement programs with other public and private preschool programs
 - i. Rankin Open House
 - ii. To provide professional development
- H. Rankin, to the extent practical, provides opportunities for the participation of parents with limited English proficiency (EL), parents with disabilities, and parents of migratory children.
- i. To inform parents of English Learners about the student's level of English proficiency and programs available
 - i. To create an annual English learner parent reception
 - ii. To provide parents with the results of the assessments
 - iii. To provide the parent compacts translated in native languages
 - ii. To provide translators for conferences as needed
 - iii. To address key family issues by coordinating services with support resources and community agencies which include the following:
 - i. Community agencies including social services
 - ii. Community Family Resource Center
 - iii. Community related service providers such as Regional Rehab and Longtown Medical
 - iv. Community service organizations including Junior Auxiliary and Helping Hands
 - v. School personnel
 - iv. To provide translated information to parents in their native language including Parent-School Compacts, newsletters, progress reports, permission and registration forms
 - v. Provide opportunities for full participation to parents with limited English proficiency, parents of migrant children, and parents of children with disabilities
 - i. To provide district English Learner Coordinators
 - ii. To provide special education services as deemed appropriate with determination of eligibility and the Individualized Education Plan