



# Lumberton ISD Parental Involvement Policy

## *Early Childhood Campus (Pre-K and K)*

### PART I:

The Lumberton ISD agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children at the Early Childhood Campus through the School-Wide Title I, Part A Program. Parental involvement through the Parent Teacher Organization, parent participation on the Campus Improvement Committee, and Volunteers for Classroom Assistance (ie: read aloud programs) and input from parents/families through campus surveys/organized feedback mechanisms. Additionally, informal means of participation include comments both in person and on the campus Facebook page about the Reading Bingo nights and other activities are gathered.
- Consistent with section 1118, the school district will work with the Early Childhood campus to ensure that the required school-level Parental Involvement Policy meets the requirements of section of 1118(b) of the ESEA, and includes, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA. At the Early Childhood Campus, a School Compact is created each year to address the needs of students based upon data collected through the Campus Needs Assessment. The School-Wide Compact is shared through our EC Campus Website, Parent Academic/Title on meetings, as well as our brochure will go home with each student in their “daily take home folder”.
- The school district will incorporate this district-wide Parental Involvement Policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent involvement requirements, to the extent practicable, the school district and the Early Childhood Campus will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

This includes providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including

alternative formats upon request and, to the extent practicable, in a language a parent understands. Spanish is the dominant second language spoken at the Early Childhood Campus. Working with the ESL program and the Latino Family Literacy Program with support for translation, tutoring of students and language lessons for parents are provided weekly during the academic year. Additionally, ASL services are provided for programs, meetings and informational translation working with our ASL Department at LHS.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parents' comments with the plan when the school district submits the plan to the State Department of Education. The Early Childhood Principal will be responsible for communicating these findings to the Lumberton ISD Assistant Superintendent for reporting to TEA.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserve goes directly to the school. The budgeting process for campus planning at the Early Childhood Campus will include input and review by the Campus Improvement Committee, which includes parents.

*Lumberton ISD and the Lumberton Early Childhood Campus is governed by the following statutory definition of parental involvement, and expects that its Early Childhood Campus will carry out programs, activities and procedures in accordance with this definition:*

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of ESEA.

Part II:

The Early Childhood Campus will involve parents in the planning of its campus activities. The multiple formats for distribution and training allow for morning, afternoon and evening events to be scheduled to fulfill the needs of the parents' work schedules.

Book Fairs	Family Fun Nights	Literacy Bingo Night
Veterans Appreciation	Parent Training Nights	Meet the Teacher
PTO activities	Calendar Invites	Facebook Page
Family Home Connection Folder	DigiTimes District Newsletter	Mad Science Day
School Messenger Usage	Western/Pow Wow Day	Website Notices
Full Letter Mail outs	Front Entrance Media Screen	Carnival Day

Lumberton ISD and the Early Childhood Campus will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parental representatives on the CIP and DIP annual committees
- Parental input for those that cannot attend CIP and DIP annual committees
- PTO input for CIP
- Formal and informal means of feedback
- Parent responses to emails sent by staff members on specific situations, concerns, ideas
- Annual surveys of parents both electronic and direct mailing
- Monitoring and communicating about academic progress (Progress Reports, Report Cards, Diagnostic Assessment Results, Remind Notices, Parent Phone Calls), Parent Portal
- Curriculum explanation and tools used with students through the Parent Compact, Meetings, Web Site under Parent Tab, Newsletters, Region 16 PFE Newsletters and Direct Mail Letters

Lumberton ISD will provide the following necessary coordination, technical assistance, and other support to assist Lumberton Early Childhood Campus, a Title I Part A school, in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- The LISD Instructional Technology Department coordinates and assists with presentations, direct instruction and with assistance as needed through Help Desk Requests at the Early Childhood Campus.
- Additionally, both the LISD Instructional Technology Department and the classroom teachers support parent training on the technology devices used by the Early Childhood Campus's students.

- The LISD Instructional Technology Department provides support and instruction on integration of technology into the daily lessons at the Early Childhood campus.
- The LISD Maintenance Department assists with additional furniture, changes in set-ups and with assistance as needed at the Early Childhood campus through FMX Help Requests.
- The LISD Performing Arts Center staff assists with presentations (AV); changes in set-ups and with assistance as needed and the hosting of programs, which parents, attend for the Early Childhood Campus. Every Kindergarten child will have a featured program and graduation service at the PAC during the academic year. ASL services are provided as needed for these activities.
- The LISD English as a Second Language Department assists with translation and parent communications. Additionally, LISD in conjunction with Region 5 offers Adult English Literacy classes and student tutorials twice a week. These classes are housed on the Early Childhood Campus.

Lumberton ISD and the Early Childhood Campus will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

LISD PreK	LISD Transition First	Big Thicket Cooperative	ECI
SHAC	Local Fire Dept.	Altus ER	Gold Star Ambulance Service
Chamber of Commerce	Lumberton Library		

Lumberton ISD and the Early Childhood Campus will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A school.

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with other involvement of parents) its Parental Involvement Policies.

- The Early Childhood Campus as a Title I, Part A campus will conduct the survey in conjunction with the data gathering process for the CIP. The Principal will be the team

leader on the development of the survey and the disaggregation of the data collected. Parents will be on the CIP, which will review the data collected.

- Annual Calendar produced by the Early Childhood Campus for the CIP committee input which has parents on it as well for events pertaining to Title I, Part A
- Home Language surveys will be used to assist in identifying students/parents/homes where English is not the primary language.
- On-going evaluation of a more extensive serviced website will be conducted during this academic year, which will enhance our ADA outreach and language needs.

Lumberton Early Childhood Campus will provide multiple Annual Meetings during the month of September to include the morning, afternoon, and evening to build strong parental involvement. In order to ensure effective involvement of parents and to support a strong partnership between parents and school is to improve student academic achievement. During the Annual Title 1 meeting, the following is discussed:

The State's academic content standards,  
The State's student academic achievement standards,  
The State's and local academic assessments including alternate assessments  
The requirements of Title 1, Part A,  
How to monitor their child's progress, and  
How to work with educators

On the Early Childhood Campus, the following activities or events take place to involve parents:

- Meetings offered at varying times throughout the day to accommodate parent's schedules
- Running Start training & handouts for parents on GradeBook, the LISD and Campus websites and the LISD FaceBook page
- Parent training nights on what to expect from Kindergarten, Response To Intervention, Special Education, TI, etc.
- Parent training by individual teachers on their method of communication: emails, parent conferences, notes home, Remind 101, etc.

- Parent training including on-going communications on academic standards, state testing results, benchmark testing, etc.
- Weekly news home in Take Home Folders

B. The Early Childhood Campus will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Having a paid stipend for PFE Coordinator at the Early Childhood Campus
- Define, plan and execute specific strategies for individual students for in-home instruction
- Annual review and revision of the Early Childhood Campus Compact
- Providing funding for PFE Coordinator and others to attend the state PFE Conference
- Providing facilities, resources and time for PFE Coordinators to present to parents
- Providing training on PFE for all staff on the Title I campus

The school district and the Early Childhood Campus, with the assistance of its schools and parents, will educate its teachers, pupil services personnel, Principals and other staff on how to communicate and work with parents as equal partners. Emphasis will be placed on the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools, by:

- Parent Surveys—both formal and informal
- Attending PTO meetings
- Organizing and presenting training on academic indicators
- Hosting parent volunteers
- Providing training for parent volunteers

The school district and the Early Childhood Campus will strive to coordinate and integrate Parent Involvement Programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as

Teachers Program, and public preschool and other programs. The Early Childhood Campus will conduct and organize other activities, such as parent resource centers that encourage and support parents in increased participating in the education of their children.

The Early Childhood Campus in conjunction with The Big Thicket Cooperative works with and collaborates with MET Head Start for:

- Child Find,
- Training and education for the Head Start staff on behaviors and/or therapy strategies
- Supplying providers for Physical Therapy and Occupational Therapy
- Conducting Screenings as requested
- Hosting ARDs for evaluation of the LISD Pre-K program—Head Start is a full day program vs half day at LISD
- Hosting ARDs for Extended School Year Services
- Working with other organizations such as Texas Children’s Hospital and others as needs present themselves

The Early Childhood Campus collaborates with Lamar University with the LISD English as a Second Language Department to assist in the determination of students that may need identification for the Pre-K program.

The school district and the Early Childhood campus will take actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participant children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Based upon the Home Language Surveys, which are collected annually, translations in Spanish are provided. Additionally, the campus has a list collected through the Staff Resources Survey that indicates additional languages spoken by staff members in our district. The list is used as a ready resource when interpretative services are required at the Early Childhood Campus, which includes multiple verbal languages and ASL.