

Johnston Elementary

Title I Parent Involvement Policy

Johnston Elementary School is committed to the education of its children. It is the mission of Johnston Elementary to engage and empower each student to be a contributing, responsible citizen who reaches their full potential through relevant, innovative and rigorous learning experiences. Johnston Elementary works hard to ensure that its students are life-long learners, but parental involvement is essential to ensure that its students are successful in school. When parents are more involved in the academic process, the school becomes more of a priority for children. Johnston Elementary School pledges to maintain a good line of communication from school to home and strives to provide ample opportunities for parental involvement throughout each school year.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law.

A. POLICY INVOLVEMENT- The school will:

1. Convene an annual meeting, at a convenient time, to which all parents are invited and encouraged to attend, to inform parents of their school's participation in Title 1, the requirements of Title 1, and the right of parents to be involved;

Johnston Elementary holds a meeting by the end of September each school year to review with parents Title I School requirements and the school's Parent Involvement Policy. Additionally, the principal gives parents an update on school test data, the school's Federal Report Card, and also facilitates a review of the Campus Improvement Plan.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and provide meaningful opportunities for parental involvement;

Parents are invited to participate in a variety of meetings and activities over the course of the school year. Johnston's "Jaguar Prowl" is held in August and an Open House is held in September to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectation and their student's academic progress. Formal trainings/workshops and other family activities scheduled throughout the year are guided by parent input and vary in date and time. Parents will be invited and encouraged to participate in a parent-teacher conference at least twice a year to discuss their child's progress. Teachers may conference with parents in the morning, during their planning period and/or afterschool to accommodate as many parents as possible.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title 1, including planning, review, and improvement of the school parental involvement policy;

Each year, Johnston Elementary invites parents to participate in review and revision meetings to examine and discuss the Campus Improvement Plan and Parent Involvement Policy. An organized PTA has been established at Johnston to create a forum for parental input and involvement. The PTA affiliation connects Johnston to parental involvement resources at the state and national level.

4. Provide parents with timely information about programs under Title 1; descriptions 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 if requested by parents, 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 suggestions as soon as practically possible.

Johnston Elementary communicates with parents often regarding the curricular and assessment expectations, school wide requirements for the delivery of instruction, and individual classroom routines pertinent to the academic success of the Johnston students. A variety of methods are used to solicit participation and create productive dialogue with parents—including: the Campus Guide (Parent-Student Handbook), classroom newsletters, school newsletters/calendars, district/campus/classroom websites, School Messenger (phone call-out system), parent-teacher conferences, ARD/RtI/LPAC/504 meetings, PTA meetings, individual notes/calls home, school marquee, family fun events, surveys (paper and online), parent workshops, Open House, progress reports, report cards, assessment results, etc.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, the school will jointly develop with parents a school-parent compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement.

A School-Parent-Student Compact has been developed and is utilized at Johnston Elementary. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all students, parents, and teachers at the beginning of each school year and is used to motivate students and parents to become more involved in the educational process.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Johnston Elementary School will:

1. Provide assistance to parents in understanding such topics as the state's academic content standards, state and local academic achievement expectations and assessments, the requirements of Title 1, and how to monitor a child's progress and work with educators to improve the achievement of their children.

2. Provide materials, training, and related services to help parents work with their children to improve their children's achievement, and to foster parental involvement.

3. Educate teachers, administrators and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. Information derived will be utilized by the school's administrative team to strengthen the tie between school and home for the purpose of increasing student achievement.

4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with community based early learning programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. School personnel will work to build a strong relationship between home and school. Fieldtrips and on campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible.

5. Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practical, in a language parents can understand. Due to the volume of paper that is sent each year from school to home, written information is purposefully as compact and concise as possible. We strive to ensure all information related to Johnston Elementary School is understandable. A district translator is available to assist with written and oral communication when necessary.

D. PARENT INVOLVEMENT REQUIREMENTS

In carrying out the parental involvement requirements of Title 1, the school, to the extent practical, will provide opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practical, in a language such parents can understand. Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of the learning community.

All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, and providing easier accessibility to parents and/or students with disabilities, etc.