

Jane Long Parent Involvement Policy

Jane Long's mission is to create a strong, safe community that will maximize student's education and inspire their curiosity to learn. Parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in their child's academic process, school becomes more of a priority. It is our pledge to maintain a good line of communication from school to homes and to create 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

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

- Jane Long will host an annual Title 1 Parent Meeting to review Title I School requirements, Parent Involvement Policy and the School Parent Compact. Additionally, school testing data will be shared and communicated to parents.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

- Parents are invited to participate in a variety of meetings and activities over the course of the school year. Meet the Teacher will be held in August and Curriculum Night will be in early October. Math and Science Night will be in the fall and Reading Night will be in the spring. Informational meetings concerning state accountability testing will be held for parents of students in grades 3rd, 4th and 5th. Parent conferences may be scheduled at any time of the year. All parents will have a Report Card Conference the 1st 9 weeks of

the school year. Conferences can be scheduled in the morning, during conference periods or afterschool.

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

- Parents will have an opportunity to serve on the Site Based Decision Making Team. During these meetings, parents will review the Campus Improvement Plan and make revisions, make budgeting decisions and review school policies in an organized, ongoing and timely way. Parents may also participate in the PTO.

4. Provide parents of participating children timely information about programs under this part; 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.

- Jane Long will communicate district and state curriculum standards, assessment opportunities, and grading policies and procedures. Information will be communicated through the school website, district handbook, newsletters, Wednesday folders, student agendas, and at various parent meetings throughout the year.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

- The education of a student is not only the responsibility of the teacher, but also the parent and the child. For this reason, a Parent-Teacher-Student

Compact has been developed and is utilized in our school. 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 will be reviewed at the beginning of each school year and is posted on the school website.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part:

1. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

- Jane Long will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

2. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

- Jane Long will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

3. Shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, 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;

- Faculty and staff members will be cognizant of educational research on

parental involvement. 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 Core Team to strengthen the tie between school and home thus increasing student achievement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with community based early learning programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

- Jane Long faculty and staff will work with Project Learn staff to communicate how participants are doing in school and suggestions for how the center can assist outside of the school day. Project Learn parents will be invited to volunteer in our workroom, library, and classrooms.

5. Shall 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 extent practicable, in a language parents can understand.

- Parent information will be communicated on the school website, in newsletters and flyers sent home in Wednesday folders. Information will be presented in English and Spanish.

D. In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full 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 practicable, 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 our learning community. 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 may come 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, or working with an interpreter to provide translation in parent/teacher conferences.