



John Small Elementary School

Title I

Parent Involvement Policy

Section 1118 of the ESEA Waiver formally replacing No Child Left Behind Act (NCLB) requires the involvement of parents of participating children in the planning and implementation of District and School Title I projects. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

To involve parents in the policy process we will:

- Encourage all parents to attend the Annual PTA Meeting, held at the beginning of the year, to learn about Bethel's participation in Title I, the requirements of the Title I program, and your rights as parents to be involved.
- Hold Title I Parent Involvement meetings at different times and on different days, and provide child care as needed to accommodate the scheduling needs of our parents.
- Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Bethel's Title I programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan (if applicable).
- Provide parents with timely information about Title I programs, a description and explanation of the curriculum in use at Bethel School, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Upon request, provide parents with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to suggestions as soon as possible.
- If Bethel's school-wide program plan is not satisfactory to the parents, we are required to submit any parent comments on the plan to Pitt County Schools Federal Programs Office.

To share responsibilities for high student academic achievement we will:

- Develop with parents, a school-parent compact that outlines how parents, school staff, and students will share responsibility for improved student academic achievement.
- Help parents create a supportive and effective learning environment at home by providing information on the importance of attendance, homework completion and the positive use of extracurricular time; limiting time spent watching television and playing video games; and volunteering in their child's classroom and participating in decisions relating to the education of their children.
- Address the importance of communication between teachers and parents through parent-teacher conferences, progress reports, and provide reasonable access to staff, opportunities to volunteer and participate in their child's class, and observe classroom activities.

To build capacity for involvement we will:

- Ensure effective involvement of parents and support partnerships among Bethel School, our parents, and our community to improve student academic achievement.
- Provide assistance to parents in understanding topics such as the State's academic content standards, the State's student academic standards, State and Local assessments, the requirements of Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children.

- Provide parents with materials and training, such as literacy materials and technology training, to help them work with their children to improve their achievement, and to foster parental involvement.
- Educate teachers and school staff about the value of the contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs; and build ties between the parents, the school, and the community.
- Coordinate and integrate Title I parent programs and activities with other programs, and conduct activities and provide resources that encourage and support parents in more fully participating in the education of their children.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and to the extent practicable, in a language the parents can understand.
- Provide other reasonable support for parental involvement activities as requested.

To be accessible to all parents we will:

- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- Provide information related to Pitt County Schools, Bethel School, plans, meeting notices, report cards, and other accountability information in a format, and to the extent practicable, in a language that parents understand.

John Small Elementary School Title I Program Description:

JSS provides a grades 4-5 School Wide Title I Program where all teachers are considered Title I teachers. Title I funds are also used for remediation tutors during the school days who work with 4-5 students who are struggling in both reading and math. The annual meeting is planned for the evening of Sept. 14, 2023 to inform parents of the school's participation in Title I, to explain the requirements of the Title I program, and to explain the rights of parents to be involved. It is documented with the PTA Agenda. Six parent meetings are scheduled and they are documented by parent sign in sheets. The dates are tentatively set as listed below:

Parent Academy/Annual Meeting- September 14, 2023 @ 6:00-7:30
 Book Fair/Internet Safety Info - October 2023
 City School Collaboration Movie Night - October 5, 2023 @ 6:00
 Winter Wonderland - December 14, 2023, @ 5:30
 Parent Academy Part 2 - January 14, 2024 @ 5:30
 STEM Night/EOG Prep - April 18, 2024 @ 5:30

All Title I meeting dates will be printed on a brochure that will be distributed at the annual meeting. Additionally, invitations to parent meetings are sent to parents in the Parent-Teacher Communication folders, weekly Sunday night all-calls, Class Dojo, and social media prior to the meetings with reminder notices going home the week before the meeting date.

Parents are informed about the educational programs and individual student progress in a number of ways including the weekly communication folder, fall and spring formal parent conference days, conferences for PEP development and review, by notes home, phone contacts, letters, individual teacher conferences as needed during the school year, report cards, progress reports, and promotion/retention forms/meetings. Mid marking period progress reports will be sent home in the middle of each marking period for all struggling students and others as needed.

Volunteer interests are surveyed in the first 2 weeks of school and parents are contacted based on their expressed interests as needed during the school year. These communications are documented by conference meeting sign-in sheets, report cards and PEPs, signatures on parent letters, and parent contact logs kept by individual teachers. Volunteer hours will be documented when parents sign in at the office.

A parent representative will serve on SIT to allow for this feedback on the school plan. This parent, along with other parents serving on the PTA, will review the school-parent compact which will be sent home during the first two weeks of school to all parents. The compact is designed to outline how parents, staff, and students will share responsibility for improved student academic achievement. It is the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Important portions of the compact relating to individual student achievement will be discussed formally during parent conferences and will be documented by parent sign-in sheets. Acknowledging the importance of communication between teachers and parents on an ongoing basis, other parent contacts are documented in intervention folders, signatures in Communication Folders, and individual teachers' Parent Contact Logs.

In addition to the annual Title I Meeting and parenting meetings held during the school year, parents are valued and encouraged to participate in developing both interventions and IEPs for their children. To ensure that information related to school and parent programs will be sent to parents and, to the extent practicable, in a language parents can understand, invitations will be made available in Spanish (or whichever language is applicable) and interpreters are provided for parent meetings as needed. School forms will be available and sent home in Spanish (or whichever language is applicable) as needed. Additionally, JSS utilizes interpreters provided by BCS for parent meetings and for conferences.

JSS will continue to utilize parent volunteers in preparing materials for classrooms, reading to students, attending field trips, as well as assisting with class parties among many other options for involvement. Several JSS parents will be invited to the yearly BCS Parent Involvement meeting where they will receive training to enhance involvement of other parents.