

Title I Parent Involvement Policy

Northside High School

2011-2012

Northside High School shall abide by and support all rules and regulations pertaining to Title I: Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 1007-110, and the Parent Involvement Policy of Houston County Board of Education (HCBOE) as follows:

This Parent Involvement Policy is available to all parents through email, is kept in the parent involvement coordinator's office, and available to all upon request.

Northside High School will conduct annual Orientation/ Title I meetings which will be held at the beginning of the school year for all parents. Parents are invited and encouraged to attend. The purpose of the meeting will be to:

- * Inform parents about the guidelines, purposes, goals, and expectations of the Title I program
- * Inform parents of their important role in their child's success
- * Inform parents of school, grade level and individual teacher policies and procedures

Meetings, including parent-teacher conferences, are scheduled at various times of the day, such as morning, afternoon, and evening sessions. Our faculty will foster a parent-friendly environment and provide parents with strategies to use at home that support academic achievement. Translators will be provided when needed.

Northside High School will survey its parent population, at least annually, to evaluate the effectiveness of our parent involvement program. As part of this evaluation, the Parent Involvement Committee (Action Team), consisting of parents, community members, school administration, and staff shall meet to review and/or revise the Parent Involvement Plan (change to policy) and the Parent-Teacher-Student compact. A printed agenda shall be presented and each committee member shall acknowledge his/her presence by signing an attendance log. All suggestions for improvement and barriers to parent involvement shall be noted.

Our school shall communicate regularly with parents through a variety of methods, including but not limited to: parent meetings, parent-teacher conferences, parent workshops, Parent/Family Resource Centers, newsletters, information sent home via students, and recommended websites that proved ideas for working with children at home. Translations will be provided to the extent needed. Our communication includes letters sent home with students, letters mailed home to parents, whole-school call-outs, and notifications by email and on school website, flyers hung around the school buildings and sent home, and postings on signs in the front of the school buildings. Communication will also be established through radio announcements, church bulletins, and athletic event announcements. Communication may also include announcements made to students and information in the school handbook. Any type of parent communication or announcement disseminated by our school is provided to the N& D facility located in our school zone as well.

The school curriculum will be shared through the Houston County Board of Education's website (www.hcbe.net), and are available to every parent and family member as requested at the school. The website communicates the content of the K-12 curriculum in language arts, mathematics, science, social studies, technology, fine arts, health, and physical education. Parents will also be

encouraged to contact the school directly for any questions or concerns about their child's path to graduation.

Assessments used to measure student's progress and the proficiency levels the students are expected to meet will be explained to parents through class syllabi sent home at the beginning of each semester and reviewed during all parent-teacher conferences. Information that will be shared will include the following:

- * How teachers use classroom performance, portfolios, standardized and teacher constructed tests, language checklists, self-assessment, student/parent questionnaires, and professional judgment in determining student progress toward meeting both local and State student performance standards.
- *The process for identifying effectively students who may be at risk for reading failure or who are having difficulty with math by using screening, diagnostic, and classroom-based instructional assessments. These assessments will identify students' specific areas of strengths and weaknesses in phonemic awareness, decoding, fluency, vocabulary, comprehension, and math computation problem-solving.
- *Explanations of End of Course Testing (EOCT) will be explained to all families. Parents are made aware that these tests assess a student's knowledge of the course material, according to the local and state curriculum, presented to them over the year-long class.
- * Explanations of the Georgia High School Graduation Tests (GHSGT) will be explained to those who will be taking the tests. Parents are made aware that these tests assess a student's knowledge of all material presented to them in high school, according to the state curriculum. Further, they will be notified that the GHSGT test scores in Mathematics and English/Language Arts are used in the Adequate Yearly Progress (AYP) determination for the school.

The parent meetings that are held throughout the year will provide parents the opportunity to provide suggestions and to participate in discussions relating to the education of their children. Additional opportunities for parent's to be involved at the school shall include volunteering in the school and/or classroom in addition to serving as part of the governing teams such as: parent involvement committee, action team, and the school council. These school-based organizations of parents, educators, and citizens, collaborate to set goals for improving student achievement and evaluate the progress in reaching these goals. In addition, the parents are encouraged to attend grade level programs and meetings regarding their child's progress.

The school will handle responses to parent questions, concerns, and suggestions in a timely manner through telephone calls, notes, and conferences. Translators will be provided as needed.

All data, comments, and/or suggestions, including unsatisfactory comments, regarding the Title I schools plan and parent involvement policy shall be collected and sent to the LEA and will be considered in the revision of the Policy/Action Plan for our school. In addition, an end-of-the-year parent survey will be conducted to determine needed improvements, and the results of all unsatisfactory comments will be attached to the school plan and submitted to the LEA. The school will provide timely responses to suggestions.

The parent-teacher-student compact will be jointly developed with parents for all children. The compact is used to guide discussions about academic goals between the teachers, students, and parents and how they, along with the entire schools staff, will share the responsibility for improving student academic achievement. The compact is the means by which the schools and parents will build and develop a partnership to help children achieve the state's high standards. The compact

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will be distributed in the student handbook at the beginning of the school year and sent home with students to be signed by parents. From that point they will be given to parents upon registration of a student. Translations in other languages will be available as needed. All signed parent-teacher-student compacts will be kept on file in the parent involvement coordinator's office and are available as needed.

Parents will be encouraged to become a vital partner in their children's education. The compact will include ways in which each parent will be responsible for supporting their child's learning such as monitoring attendance and homework completion, volunteering in their child's school, and participating in decisions relating to the education of their children. It will address the importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences, response to frequent progress reports, and reasonable participation in school activities.

The school will provide assistance in understanding the National Educational Goals, Georgia's content standards, and student performance standards on state and local assessments. The assessments are used to measure student progress and proficiency levels the students are expected to meet. In addition, the teachers will use the Georgia Performance Standards in all classrooms to accelerate student achievement. These strategies will be implemented school-wide to ensure student success. Our school is committed to reach high standards for student achievement and to give every child a quality education. Our school staff will strive to improve student achievement through identifying needs, setting short term attainable goals, and providing immediate feedback with appropriate interventions or extensions to achieve the standards. Student progress will be monitored and shared with parent partners through parent conferences, regular progress reports, and phone calls.

Through parent meetings/workshops, the school will provide information to parents to further their understanding of local and state academic content standards and student academic achievement standards, state and local academic assessments, and how parents can monitor their children's progress and work with the school to improve the achievement of their children. Opportunities for parents to share questions/concerns will be provided at these parent meetings/workshops and on an individual basis through their child's teacher and school administrators. Parents will be encouraged to monitor their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the schools, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home.

Parents receive a copy of their child's assessment results whenever a national, state, or district level assessment is given. An explanation guide is also provided so that parents can understand the meaning of the results. Every effort is made to provide parents with conference time in which to share the results and answer questions, if such a conference is requested. Students may also be included in these conversations. In addition, students may be called in individual to discuss test results with the principal or other administrator. Students with specific needs are assigned to the Student Support Team (SST). At the SST meetings, parents, administrators, and teachers meet to develop a plan that supports the individual student's academic achievement. The Parent Involvement Coordinator and SST Clerk will also be available to assist parents in understanding the value of the SST meetings.

Our Parent Involvement Coordinator and other school personnel will provide opportunities and materials for parents to become full partners in the educational programs of their children to improve their academic achievement. The national standards for parent/family involvement reiterates the importance of this by reporting that parents develop confidence when they feel

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empowered and my go on to further their own education and become active in school and community. Training opportunities will be offered by intervention teachers, classroom teachers, ESOL teachers, counselors, technology specialists, reading specialists, and the action team for parents to learn about the importance of student attendance, homework assistance, school communication, content support, child development, literacy, and technology. Our school also offers a Parent Resource Center that provides information for parents with individual needs to help their children be successful. We offer many different supplies for all parents, as well as language translated materials for those who need it. The Parent Resource Center is open during regular school hours and is located in the Tabor Academy directly adjacent to the lobby.

School personnel will receive information at the beginning of the year, provided by the Parent Involvement Coordinator, stressing the importance of parental contribution and involvement. The Action Team, Parent Involvement Committee, and school council will work jointly with the school staff to reach all parents and to encourage building ties between home and school. Our school will coordinate and integrate parent involvement programs and activities with programs such as Special Education, ESOL, transition from middle school to high school, and other programs to the extent feasible and appropriate. Our Parent Involvement Coordinator will use the Parent Resource Center to ensure that all parents are knowledgeable and prepared to work with their children at home.

Open communication between our staff and parents related to school and parent programs, meetings, and other activities will be addressed through parent-teacher conferences, student handbooks, newsletters, notices, Title I literature, progress reports, phone calls, school web site, and email. This communication will be provided in a language that parents can understand, to the extent practicable.

Our school shall ensure that information related to school reports, parent programs, meetings, and other activities is sent home to encourage the participation of all parents including parents with limited English proficiency, parents with disabilities, families that are homeless, parents of migrate children in a format and to the extent practicable, in a language such parents can understand.

Our parents and local community join our school staff in developing and assessing school improvement strategies. Parents are encouraged to participate in decision making. We work collaboratively as a team to address issues, make plans, and implement those plans. Compacts will be revisited throughout the year and frequent reports will be sent home about the children's progress. In addition, our faculty will communicate about the children's progress through email, notes, and phone calls. Our faculty and staff embrace these ideals and will provide access to classroom activities and encourage frequent communication. Parents are also encouraged to participate in our School Council and Action Team in addition to special events.