

## **DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY 2016-2017**

**Title I School Parents:** *Below is an overview of how the District's Parent and Family Engagement Policy and each Title I school's Parent and Family Engagement Policy are developed jointly, agreed upon with parents, and are distributed to all Title I parents of participating children. The District Parent and Family Engagement Policy should establish the expectations and provide a description of Parent and Family Engagement. Please contact the Title I Office of Greenville County Schools, 864-355-3359, for additional information related to guidelines on this policy or on Title I law.*

### **Overview of District and School-based Parent and Family Engagement Policy**

A representative parent and educator group from all Title I schools convenes each spring at the annual Title I Public Planning Meeting to discuss the required local educational agency (LEA) Parent and Family Engagement Policy and to make recommendations for its revision for the upcoming year. These meetings occurred on April 26, 2016 and May 3, 2016. The group represented general parent populations, Parent Advisory Boards, School Improvement Councils (SIC), and Parent Teacher Association (PTA) groups of all Title I schools, along with educators, support staff, and community members. Comments were considered in the final revision of the District's Parent and Family Engagement Policy.

Each Title I school calls upon a respective and representative parent and staff committee to develop or revise collaboratively each fall a required school-based Parent and Family Engagement Policy. Although each respective Title I school's committee completes the work on the Parent and Family Engagement Policy, all Title I school parents have opportunities to participate in the committee's work and/or to offer written or oral opinions about the Parent and Family Engagement Policy.

After each Title I school committee meets in the early fall to update its school's Parent and Family Engagement Policy, the principal distributes the draft Parent and Family Engagement Policy to all parents to solicit their timely suggestions and recommendations about the document. After receiving these parental recommendations about the draft document, the principal makes all comments available to the planning committee to consider including in the final Parent and Family Engagement Policy. The committee does not have to accept and include all parental input in the final document; however, the committee must review and consider all input. Once the committee finalizes the Title I school's Parent and Family Engagement Policy, the principal will distribute the school's final document along with the District's final Parent and Family Engagement Policy to all school parents as part of their Title I rights. These documents are distributed no later than October 31 of each year, and the school's Parent and Family Engagement Policy is submitted to the Title I Office.

The principal maintains a file of all parental comments received as part of the Parent and Family Engagement Policy planning process. This documentation is available for public review, and these comments are also available through the District's Title I Office. Finally, the principal or designee will review the two documents at a public Title I school meeting during each fall and will periodically publicly address components of each document as appropriate. Attendance sheets, agendas, and minutes are available of all public meetings related to the development of the District and school Parent and Family Engagement Policy (-ies).

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The following are required components and core elements of the Title I District Parent and Family Engagement Policy for 2016-2017.

### **Core Elements**

To implement an effective Parent and Family Engagement Policy as part of the Districtwide Title I Plan to support students' academic success, the District will do the following:

**A. Involve parents in the joint development of the local educational agency (district) plan, Parent and Family Engagement Policy, and process of school review and improvement:**

1. review the purposes and major strategies of the Title I program and Parent and Family Engagement;
2. assist parents in understanding topics such as the State's academic content and achievement standards, State and local assessment, annual yearly progress, and effective monitoring of their child's academic work and achievement;
3. provide opportunity for parents of children served to participate in the LEA plan process and that of school review and improvement by serving on planning committees and providing input by various means;
4. review results of parent feedback, program evaluations, and achievement data for the annual school review and use these data as needed to modify Parent and Family Engagement Policy.

**B. Provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective Parent and Family Engagement activities to improve student academic achievement and school performance:**

1. provide materials and training to enable parents to work with children to support their academic achievement, such as through literacy training, curriculum trainings, and instructional technology;
2. provide training to school staffs and principals to strengthen Parent and Family Engagement efforts, including outreach activities;
3. provide parents information about Title I programs, services, Parent and Family Engagement opportunities, parental rights, plan review process, and school improvement levels;
4. provide appropriate support services for students to assist with the home-school connection and students' academic achievement.
5. provide opportunities for parents and teachers to coordinate joint efforts to support student and school achievement, encouraging parental input on how educators could best assist their children in achieving educational goals, encouraging parents to serve as trainers of other parents and educators where appropriate, and encouraging joint planning and participation in academic and parental skills trainings and use of school resources.

**C. Build the schools' and parents' capacity for strong parental involvement:**

1. assist parents in the understanding of State's academic content standards, student academic achievement standards, State and local academic

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- assessments, and the process of how to monitor and collaborate to improve their child's achievement;
2. provide parents with the needed materials and trainings to improve the academic achievement for their children;
  3. train educators and support services personnel, with the assistance of parents, in the value and utility of parent contributions to the academic process and in how to work with parents as equal partners to implement and coordinate parent programs to strengthen ties between parents and schools;
  4. coordinate and integrate Parent and Family Engagement programs and activities with public preschool and literacy programs to facilitate transitions;
  5. provide appropriate opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I law, section 1111, in an easy to read format and, to the extent practicable, in a language that parents understand;
  6. may involve parents in development of training for teachers, principals, and other educators for educational effectiveness;
  7. may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding;
  8. may pay reasonable and necessary expenses, if necessary, associated with transportation and childcare costs to enable participation in school-related meetings and training sessions;
  9. may train parents to enhance the involvement of other parents;
  10. may arrange school and parent meetings at a variety of times or conduct in-home conferences between teachers or other educators who work directly with participating children in order to maximize parental involvement and participation;
  11. may adopt and implement model approaches to improving Parent and Family Engagement;
  12. may establish a districtwide parent advisory council to provide advice on matters related to parental involvement;
  13. may develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities;
  14. shall provide other reasonable support for parental involvement activities under this section as parents may request.
  15. shall respond to parental concerns at the most appropriate District or school level(s) within 24 hours or first business day after receiving parental comment; share the concerns or questions with other District officials as appropriate or required, and maintain a file of parental comments and concerns and their dispositions at appropriate local school and District levels as required by District or Title I procedures.

### **D. Coordinate and integrate Parent and Family Engagement strategies with Parent and Family Engagement strategies under other programs such as Head Start, Nurses Family Partnership, Greenville First Steps, Parents as Teachers program, and State-run preschool programs.**

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**E. Conduct, with the involvement of all parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized (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); use the findings of such evaluation to design strategies for more effective parental involvement; and revise, if necessary, the parental involvement policies described. Procedures will include the following:**

1. solicit parental input in all districtwide and schoolwide Title I meetings to strengthen achievement efforts and Parent and Family Engagement in the educational decision-making process;
2. review parental activities related to literacy, numeracy, academic assistance, and Parent and Family Engagement.

**F. Involve parents in the activities of all Title I schools:**

1. host an annual meeting of parents, school staff members, and appropriate support staff members to share effective activities for increasing Parent and Family Engagement;
2. maintain participation records for all districtwide Parent and Family Engagement activities;
3. provide annual feedback on the effectiveness of Parent and Family Engagement.

**G. Provide all parents of participating Title I students' access to this LEA Parent and Family Engagement Policy by October 31 of each year.**

**H. Provide all parents of students in Title I schools information about their right to know the qualifications of their children's teachers, paraprofessionals, or substitute teachers.**

**I. Use data gathered in the above activities so that educators and parents can:**

1. strengthen the Title I plans and required documents;
2. design strategies to expand successful activities;
3. remove barriers for parental participation;
4. encourage volunteering in the classroom and in other school activities and participation in the educational decision-making process.

LEA Plan 2016-2017