

RED BAY SCHOOL

PARENT INVOLVEMENT POLICY

Red Bay School recognizes the parent as our students' first and most important teacher. Our school understands that continued and substantial parental involvement is not only important, but essential, for our students' school success. Our School is committed to the maintenance and building of a strong parent/school partnership. To support this partnership and in response to the *No Child Left Behind* legislation, the following Parent Involvement Policy has been established to guide our school's efforts.

Red Bay School will:

1. Convene an annual meeting, with flexible scheduling and multiple opportunities for parent attendance, during which our school's instructional programs and strategies, the tenets of a Title I schoolwide format, and opportunities for parental involvement will be shared.
2. Offer a variety of activities to encourage parental involvement on various days and during various times to accommodate the schedules of parents and their expressed needs and interests.
3. Provide parents the opportunity to be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of Parent Involvement programs. Additionally, parents will have the opportunity to be included in the planning, review, and improvement of our school's Parent Involvement Policy.
4. Provide parents of participating students with timely information about programs and activities for parents; provide a description and explanation of the curricular in use at our school; forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and if requested by parents, provide 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 such suggestions as soon as possible.
5. Maintain and provide avenues for comments and suggestions from parents on all issues, programs and procedural operations of our school.
6. Provide and ensure multiple opportunities for parents and students to engage and commit themselves in our school's School/Parent Compact. Our school's Compact will specify how our school's professional staff, parents, and their children will share the responsibility for each student's optimum level of academic achievement.
7. Provide assistance to parents, 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 students' progress and work with educators to improve the achievement of their students.
8. 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.
9. Educate the professional staff, with the assistance of parents, in the value of parental contributions, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build meaningful ties between parents and our school.
10. To the extent feasible and appropriate, coordinate and integrate parental involvement programs with Head Start, and other public and private preschool programs; and conduct other activities such as parent resource centers, that encourage and support parents' full participation in the education of their children.
11. Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format, and to the extent feasible, in a language the parents can best understand.
12. Provide other reasonable support for parental involvement activities.

Copies of the entire Parent Involvement Plan and the annual Continuous Improvement Plan are available:

1. From the school principal in the school office; 2. On the school's website – www.rbhs.com; 3. On the school system's website – www.franklin.k12.al.us

Franklin County School System

Title I Program Parental Involvement Policy

Part 1: General Expectations

Parents Right to Know Policy

According to ESEA, 2001, Section 1111 (h)(6), parents may request and the school system must provide in a timely manner information about the professional qualifications of the student's classroom teacher and/or paraprofessionals. In addition, the school system must provide notification to parents at the beginning of the school year that they can request the information about teachers and paraprofessionals that work with their children. Information that must be provided includes—their degree(s), the certification level and what makes them qualified. To request the information about your child's teacher or paraprofessional, please complete the required form available from your school's Title I resource teacher, principal or the school system's federal programs coordinator and present it to the principal of your child's school. The information will be returned within 14 working days.

Parent Involvement Plan Development

Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA), requires each local education agency that receives Title I, Part A funds to develop jointly with, and agree on with, and distribute to, parents of participating children a written parent involvement policy that contains the information required in the act.

The following Parental Involvement Policy was developed with input and cooperation from parents, teachers and administration of the school system. Individuals were given multiple opportunities to provide input and suggestions through system and school level advisory council meetings, meetings on the school level and through written questionnaires and the annual program needs assessment administered each spring. Anyone who wishes to have additional input may contact the Franklin County Schools Federal Programs Coordinator at 256-332-8433, or e-mail mikegraham@franklin.k12.al.us. They may also contact the principal of any school, attend parent meetings or programs or provide written input to any of the program personnel.

We value and use input and suggestions from parents of children enrolled in our Title I program to provide improvements and changes in the program. Parental input is considered in all phases for program planning, development and implementation. Efforts are made to meet identified needs of parents to the extent finances and personnel is available.

We encourage parents to take an active role in the education of their children and offer instruction, materials and support for this objective.

In each of our schools parents are:

1. Provided Parents Right to Know Policy, Parent Involvement Policy, Learning Compacts and forms for requesting information about their child's teacher at the beginning of each school year;
2. Provided newsletters and other information including booklets, tip sheets, activities, etc. on a regular basis;
3. Asked to work with teachers and their children to complete Learning Compacts each school year;

4. Asked to be an active participant in their child's education by reading with their child on a daily basis and assisting their child in completing school assignments and homework;
5. Provided information and analysis of their child's performance on state and local assessments and are given an opportunity to discuss and ask questions about assessment results;
6. Provided opportunities to work with teachers to develop and provide a plan to help their child improve weak skills areas in the core academic subject areas;
7. Provided information and data about the state's challenging student academic performance standards and the schools efforts and programs to help students meet those standards;
8. Provided periodic progress reports, report cards and information on their child's progress;
9. Provided frequent updates on their child's performance and achievement on state and local assessments;
10. Provided information and resources to help them learn to work effectively with their children at home on improving their basic academic skills;
11. Provided opportunities to work with school personnel to help the parent and child plan for their child's high school course of study;
12. Provided opportunities to meet with teachers and school counselors to discuss their child's performance in school and to identify areas of weakness and plans for providing appropriate interventions to help improve these areas;
13. Provided information about extended learning opportunities to help their children improve their core academic skills;
14. Provided opportunities to work with school personnel to help solve problems that might occur which hinder their child from reaching their learning potential;
15. Provided information about Internet and printed resources their children may work on at home to improve their core academic skills and performance on state assessment standards and skills;
16. Provided information and assistance in helping their child plan for their future after high school;
17. Provided frequent communication from the teachers on their child's performance on state and local assessments and offered suggestions to work with their child at home to help them improve weak skills in core academic subjects;
18. Invited to attend and participate in regular parent meetings held on the school level;
19. Invited to participate in appropriate activities with their children;
20. Provided information including printed instructional materials, books and videos on various parenting skills topics available at the schools for their use;
21. Provided orientation on new instructional, remedial and supplemental programs for children;
22. Provided information and orientation about after school programs and summer programs to help their children improve their core academic skills;
23. Provided information about learning opportunities outside the school system for parents and children;
24. Invited to participate as members of appropriate advisory councils and committees;
25. Invited to participate in Parent Expos, parenting skills workshops, parent meetings and other activities planned to help them improve parenting skills;
26. Invited to serve as volunteers for classroom activities, field trips and as volunteer tutors in the classroom;
27. Invited to help extend learning opportunities for their child by allowing them to participate in the afterschool program and in summer learning activities planned for and appropriate for their child;
28. Invited to visit the teachers for conferences during annual open house activities at the school, at regular intervals during the school year and whenever need arises during the school year;
29. Provided materials to work with their child at home with in improving their achievement and skills;
30. Asked to participate in surveys and to complete questionnaires concerning their child's educational program to provide feedback and input for program improvements
31. Asked to participate in annual program planning and program evaluations

32. Provided information and instruction on national, state and local level educational goals and plans for meeting those goals.

General Expectations

The Franklin County School System agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this LEA parental involvement policy/plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

The LEA believes parent involvement is a critical component of the success of our schools. See Appendix of this plan for a complete copy of the LEA's Parent Involvement Plan and other related forms and materials used in the parent involvement program.

The LEA uses the following strategies to implement effective parent involvement under Section 1118 of the No Child Left Behind Law:

1. **Annual Parent Meetings** – Schools hold their annual parent meeting prior to or at the beginning of the school year. Information is provided to parents about their rights and responsibilities related to the education of their child. Parents are provided opportunities to discuss and ask questions about the Title I program.
2. **Parents Right To Know Provision** - Parents are provided information and copies of the Parents Right to Know Policy at the beginning of each school year. Parents are provided the requested information about their child's teacher if they return the request form they receive. The schools provide the requested information under the timelines of the LEA's Parents Right to Know Policy. This information is also provided to all new students' parents at the time of enrollment.
3. **Other Parent Meetings** – Schools have parent meetings throughout the school year based on their plans. Elementary schools hold grade level meetings for parents at the beginning of the school year. Parents are invited to attend parent-teacher conferences held during the first grading period and whenever need arises during the school year.
4. **Parent Involvement Program Evaluation** – Parents are asked to provide input, suggestions and feedback and to participate in annual program evaluation as required under NCLB Act.
5. **Parent Feedback, Suggestions** – Parents have many opportunities to provide feedback, suggestions and their ideas to improve the program through programs, activities, meetings and through written communication including event evaluation/feedback forms and surveys.
6. **Field Trips** – Some schools are planning field trips for selected classes in which the parent also goes and participates in activities with their child throughout the day. On the bus, they work on activities together and join in discussions and parents assist with the logistics of the trip.
7. **Parent Involvement Program Lead Teachers** - We have appointed PIPLTs at each school to work with the school staff and Title I planning committees in developing a local school parent involvement program to include at least one activity per month.
8. **PINGO** – Some of our schools are using PINGO cards to reward parents for attending activities. (Parents get a sticker on the Bingo-like card for each activity attended. When they get a row completed, they and their child get a small reward.)
9. **Lunch and Share Program** – Parents are invited to bring a picnic lunch for themselves and their child to share while they complete with their child an activity that is designed to improve communication between the parent and the child. After the children return to class, parents make elect to stay for short activities and to receive information about their child's performance and expectations for core academic achievement.
10. **Parent/Child Planning Meetings** – Meetings are held at the beginning of the year for students in grades 7 – 12 to help students and parents plan the child's academic coursework and to learn about options for college and career. Students and parents are informed about many topics related to planning for the future, academic requirements, state assessments objectives, requirements for graduations, financial planning for college, etc.
11. **Student Ambassador Program** – Students who meet the selection criteria are selected to serve as Student Ambassadors for their school. They work to assist with parent meetings and parent communication in such activities as preparing and distributing newsletters, fliers, e-mails, etc. They serve as guides when parents visit the school and assist with parent meetings. They also work with parents to answer questions and guide them to the people they need to see at the school site.

12. **Parent Involvement Budget Set-Asides** - Budgets including parent involvement set-asides are planned with parents and school committees at the beginning of the school year. Parents have input through meetings, questionnaires and surveys which are used to identify needs. Parents serve on Title I committees and approve plans and budgets.
13. **Parents Participation in Program Evaluation** – Parents are asked to serve on committee which plan, budget and evaluate Title I program and funds. Copies of drafts of plans, evaluations and other reports are available for parents to exam prior to approval.
14. **State Assessment Student Performance Reports** - Parents are provided student annual performance reports for their children in a timely manner in a language in which they can understand at the beginning of the school year. Parents are invited to visit the school to discuss their child's progress and to receive information about plans, resources and programs which will be provided to help their child improve their core academic skills.
15. **Parent Meetings About Student Performance and Progress** - Meetings are held at the school level in which parents learn how to interpret assessment reports and they receive information which lists the specific skills their children are demonstrating below average performance in. Parents receive tips and other resources they can use at home to help their children improve their core academic skills.
16. **Professional Development Activities for Parents** - Parents are invited to participate in programs and activities provided during Parent Expos and other programs in which they learn to help their children improve these low performance skills areas. Parents also receive training in using the Internet resources provided by the LEA at home to help students prepare for state assessments.
17. **Home Access to Instructional, Remedial Materials** – The schools provide parents/students in grades 2 - 8 home access to Study Island, a web based instructional, remedial, tutorial program to help them prepare for the ARMT. High school students/parents may use the provided web based U. S. Test Prep program to prepare and remediate for the Alabama High School Graduation Exam. Some schools offer online ACT prep which prepares students for ACT the college entrance exam. Parents who participate in workshops learn about educational sites on the Internet which they can use to help improve their child's core academic skills or to help them master specific skills in which children may need extra practice.
18. **Annual AYP School Improvement Status Reports** - Parents of students enrolled in schools which have been identified for school improvement are provided notices of the school's A Y P and school improvement status at the beginning of the school year under the timeline mandated by the state department of education. These notices include instructions for requesting transfers of their children to higher performing schools.
19. **School Choice Option for School Improvement Schools** - Parents are given a window in which they may exercise their School Choice Option by contacting the school administrators or federal programs coordinator and requesting the transfer. After meeting with the parents, a plan is developed to meet the parent's wishes for transfer and transporting of their child to another school. (See LEA's School Choice Implementation plan)
20. **Supplemental Services Option for School Improvement Schools** - If the school or LEA continues in school improvement in the future, as mandated, the LEA will offer parents the option of requesting supplemental services to help their child improve skills in areas in which they have demonstrated weak performance levels.
21. **Learning Compacts** - Parents are asked to complete Learning Compacts at the beginning of the school year which are developed and signed by the parent, child and teacher. Learning Compacts enumerate the learning goals for the student and the role the teacher, parent and student have in their learning.
22. **Parent Input and Program Planning and Evaluation** - Parents are asked to complete surveys, needs assessments and questionnaires as the LEA collects data to use in program planning and revisions. Parents are invited to serve on the LEA and school level School Improvement Committees, Title I Committees, Continuous Improvement Plan Revision Committees, Program

Evaluation Committees and other appropriate committees in which their input is needed to for program development, revision and evaluation.

Parent Expos

Parent Expos are planned to provide opportunities for parents to participate in learning activities based on the following identified subject areas of need:

1. Understanding student assessment data/reports
2. Identifying student's low performing skills areas
3. Activities and ideas for improving basic reading skills
4. Activities and ideas for improving basic math skills
5. Activities and ideas for improving core academic skills
6. Common Core and CCRS instructional standards
7. Legal issues affecting students, parents and families
8. Meeting the needs of diverse student populations
9. Extended learning opportunities for students and parents
10. Internet learning resources for children and for parents
11. Internet resources for improving core academic skills
12. Internet/social network safety for children
13. Reading and math games
14. School system website and technology program
15. Substance abuse prevention
16. Books and things for young readers
17. Learning activities with newspapers and magazines
18. Working effectively with children on improving their core academic skills
19. Helping children with homework
20. Creating everyday success in school - tips for better grades
21. Childrens' safety issues – keeping your child safe in an unsafe world
22. Childrens' health issues
23. Healthy eating ideas for children
24. Extended learning opportunities for children
25. Effective learning activities for use at home
26. Study Island and U. S. Test Prep – Internet study sites for students
27. Parent Meetings for discussion and questions
28. Title I program orientation for parents
29. After School Programs orientation and activities
30. Planning for college and career for high school students
31. Developing effective study skills
32. Ideas for getting more involved in children's education
33. Learning activities for fun and enjoyment at home
34. Study tips for getting good grades
35. Parent Rights and the NCLB Act

Parent Expos are held at two or more rotating school sites each school year. Schedules of activities extend throughout the day and evening hours to provide for multiple presentations of activities to accommodate parents' schedules.

Arrangements are made to meet with parents who request information and cannot attend the Parent Expos to give them an additional opportunity to benefit from the activities.

The LEA, the community education department and individual schools work with parents to plan the Expos to provide activities and information to meet identified needs. Local businesses and organizations set up booths to provide information and assistance for parents who may need services for their children such as health care, dental, vision, financial, basic needs, etc.

Instructional activities are provided by local teachers and administrators, LEA personnel and by personnel representing community organizations including the sheriff's department, county human resources department and other interested individuals.

Parents and grandparents are invited to attend any Parent Expo activities they wish to during the day or evening sessions. Parents are also provided opportunities at the expos to ask questions, make comments and offer suggestions for program improvement. They have opportunities to talk with LEA personnel and school staff and they complete evaluations of the activities to provide input into planning of future activities.

Parents of ELL students are invited to attend special activities and programs planned for them at the Expos and they receive information/interpretation provided through the ELL program personnel.

Parent Involvement in Improving Student Performance

Many teachers provide a binder of classwork assignments, homework, communications and other information for each student that is sent home daily for parent review and signature. Forms are provided for parent comments or other input. Student progress reports, tests and graded work are included in binders so parents can monitor student performance. Reminders of upcoming tests, projects, etc. are included. Information about subject matter the students are studying is also included to make parents aware of skills students are learning in class.

Parents are informed of student progress from year-to-year on state assessments through meetings held with teachers and counselors. Parents attend parent-teacher conferences to work with their child's teacher on identifying specific skills areas in which the child is performing below average and in developing a plan to provide instruction, remediation and tutoring as appropriate to help the child improve their skills and performance levels. Parents are provided tips and instructions for activities to use at home to help students learn the skills, review and practice the skills on which they will be assessed through the state assessments.

Through regular and frequent communication with parents teachers keep them informed of student progress on classwork, assignments and assessments. Teachers provide tips and activities for parents to use in helping their child prepare for upcoming assessments. Results of all assessments are shared with parents in a timely manner and parents are encouraged to ask the school staff to explain any information they don't fully understand.

Teachers send home weekly calendars that list tests, events, assignments, for each subject, spelling and vocabulary words, homework assignments and other information parents should be aware of. Parents receive notices of upcoming activities and of student assessments. Parents are asked to post the calendars and use the information to work with their children at home to help them prepare for class.

On the high school level parents are encouraged to work closely with guidance counselors and teachers in helping their child plan their high school educational program and in making decisions for what they want to do after their high school career is completed. Parents are encouraged to share in decisions that affect their child and their future and help the student make wise decisions. Parents are encouraged to visit the school often to discuss their child's performance, progress and any other issues that may arise. Parents are asked to work with school personnel in completing applications for their child for scholarships or vocational training.

Parents are provided information about educational programs available to their child and are encouraged to allow their child to participate in appropriate activities such as summer school activities, vocational training classes, dual enrollment college classes, academic diploma required classes, etc. Parents are also informed of classes and other activities provided by the school that targets low performing students and helps them improve their core academic skills.

Parents are provided information and tips on helping their child develop good study habits and the importance of completing assignments and homework so they will face each school day prepared and ready to work.

All parents are asked to sign Learning Compacts each school year in which they agree to take an active role in the education of their children.

Teachers are required to contact parents as soon as possible when students experience difficulties in academics or with behavior problems. Teachers make parents aware of these problems and seek their input and support in resolving them and in providing interventions.

Parents are asked to contact teachers if they feel their child is experiencing problems. Teachers work with parents to determine the cause of the problem and to develop solutions.

Parents are provided mid-grading period student progress reports when their child has failing grades in a subject. Parents are asked to call or visit the teacher to discuss their child's progress and to work with them to provide interventions to help the child correct these weaknesses as they occur.

Parents Right to Know

The LEA implements the Parents Right to Know provision of the No Child Left Behind Act in the following ways:

1. All parents/guardians receive Parents Right to Know Policies at the beginning of the school year.
2. Parents are asked to return a receipt that indicates they have received the policy
3. Parents who request information about their child's teachers receive a request form which they are asked to complete and return to the school.
4. The school provides the requested information about the teachers and returns the form to the parents in a timely manner.
5. Parents who attend parent meetings or Parent Expos are provided information about the Parents Rights provision of the No Child Left Behind Law.
6. Parents are provided information on the school system website related to Parents Rights and the Title I program. The website also contains contact information and instructions about the LEA's parent complaint procedures.

Parent Complaint Procedures

Contact information and instructions for parent complaints is included in the Parent Involvement Policies which are discussed with parents at meetings, in the Parents Right to Know materials sent home to parents, in other documents and information sent home to parents and on the school system's website.

Parents or others who wish to make complaints must complete a simple form available in the school offices, on the school system's website, in the central office or in Title plans and other documents. The form is returned to the principal who forwards it to the federal programs coordinator. (See appendix of this plan for a copy of the complaint form)

The federal programs coordinator reviews the complaint and plans a meeting with the parents and other appropriate parties to discuss and resolve the issue. If parents are not pleased with the resolution offered they may request a meeting with the superintendent and the federal programs coordinator to discuss the problem and work on a more acceptable solution.

Parents are provided contact information at the state level during the meetings held for complaint resolution.

Part 2: Description of how district will implement required LEA

Parental Involvement Plan Components

Joint Plan Development

The Franklin County School System will take the following actions to involve parents in the joint development of its LEA parental involvement plan under Section 1112 of the ESEA:

- Parents will be asked to complete surveys and questionnaires each spring to provide information for revising the plan.
- Parents will be asked to provide suggestions and questions during all meetings held for parents
- Parents who attend Parent Expos will discuss the parent involvement plan and they will be asked to provide suggestions to improve the program
- Parents will be selected to serve on school committees including the Title I Planning Committee, School Improvement Committee, SACS committee and other committees through which input will be sought and members work together to revised and improve plans
- Parents are provided forms for making written suggestions and comments at each school. Forms are provided at meetings and parents may obtain forms from the school principal any time
- Time is set aside during the annual parents meeting for input and suggestions on plan revisions. Copies of the plan are distributed and sections read and discussed during the meetings
- Parents view the required annual meeting powerpoint which provides information about parents rights and the parent involvement plan and program

Involving Parents in School Review

The Franklin County School System will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be selected to serve on SIP planning teams, Title I planning committees, SACS review teams and other appropriate school review committees
- Parents will be asked to complete surveys, questionnaires and program evaluation forms to provide input into the school review process
- Parents whose children attend schools that are designated as in School Improvement will be provided information in a timely manner about their options of School Choice or, if required, Supplemental Education Services. They will be offered the School Choice Option before the school year begins and federal programs staff will work with parents to meet their needs in this area.
- Parents will be invited to attend meetings at the schools in which information about AYP and school performance is discussed.
- Parents will be invited to participate in Parent Expos held at rotating school sites planned to provide professional development opportunities for parents and grandparents

Technical Assistance

The Franklin County School System will provide the following necessary coordination, technical assistance and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student core academic achievement and school performance:

- Meetings are held with the Title I Planning committees at each school prior to the school year and throughout the school year to provide appropriate technical assistance and to plan the parental involvement program and activities
- Meetings are held with school staff members of schools in School Improvement to plan for improvement and to provide technical assistance to help them make progress towards meeting school improvement goals
- Meetings are held with department officials to coordinate efforts and to work together to use available resources effectively to meet student performance standards and AYP goals
- Meetings are held with school staff and committees to disseminate information and to provide orientation about revising CIPs and other plans
- Workshops/meetings are held at the schools upon request to train teachers and staff on topics pertinent to school improvement, student assessment, AYP and SRB instructional programs/strategies

Annual System Level Parent Advisory Council Meeting

An annual system level parent advisory council meeting will be held to inform participants about the Title I program and to obtain input for program changes and improvements. All parents are invited to attend. Agendas and minutes of the meetings are kept on file by the federal programs coordinator.

Local Parent Advisory Council

As required, each school holds an annual Title I parents meeting at the beginning of the school year during the first month of school. During the meeting parents view the SDE Parent Meeting Powerpoint and are provided opportunities to ask questions and discuss the parent involvement program and its activities.

Parents are provided copies of the Parent Involvement Policy and sections are explained during the meeting. Parents are advised as to the procedure for their providing suggestions and input into the revision of the plan.

Each school has an organized parent advisory council which holds regular meetings throughout the school year. Parents are invited to attend regular meetings and serve as officers. The purpose of the council is to assist parents in working with their children in improving their skills and to provide the support they need in this endeavor.

Meetings are scheduled at various times and dates to facilitate attendance by the parents. Some meetings are also held before or after other school events for the convenience of parents.

Parents are encouraged to attend one of the annual Parent Expos held in the school system throughout the school year. At these meetings, Parent Involvement program and requirements are explained again to those attending. Copies of the Parent Involvement Policy are distributed and parents are asked for comments and questions. This provides additional opportunities for parents to meet with federal programs staff and their child's teachers to discuss student academic performance and to make suggestions for improving the parent involvement program.

Teachers are encouraged to plan meetings with their parents work schedules in mind and to provide take home materials after the meetings for those parents who could not attend. Agendas and minutes of the meetings are kept on file at the local and system level for anyone who wishes to see it.

Parents are provided opportunities for input and suggestions at all meetings.

Parent-Teacher Conferences/Communication

Parents are invited to attend parent/teacher conferences at the beginning of the school year, during annual open house activities at the school and whenever need arises during the school year. A day is set aside at the end of the first grading period for parents to meet individually with teachers and counselors to discuss student performance and to learning about programs and activities that might help children improve identified weak skills areas.

Parents are encouraged to call or visit the classroom whenever they have a concern or need support in working with their children at home.

Teachers send home notes and periodic progress reports and may phone parents to inform them of their child's progress or about school events. Teachers may send home monthly newsletters providing information and activities for parents and children.

Information about upcoming meetings and events are announced at school, through notes and flyers sent home, announcements in the local newspapers and flyers posted in local businesses. Some teachers call parents to remind them of meetings. E-mail is used to communicate with parents and to keep them informed of school activities and about issues related to student performance. School websites and the LEA website includes schedules, announcements, parent resource links and other information for parents. Schools send home monthly newsletters to help keep parents informed about school activities and events.

The school system operates a School Cast automated notification program which automatically calls parents with announcements related to school events and in case of school delays or closings due to weather. Parents also get calls a day or two before special events such as parent/teacher conference days or Parent Expos.

Response to Parent Suggestions

Input from parents is reviewed periodically and used in future program planning. Data from end-of-year surveys and questionnaires and needs assessments are compiled in a written report by the federal programs coordinator. This information is shared with program teachers and parents during workshops and advisory meetings and through newsletters. Principals are kept up-to-date on the program and changes during system level principal's meetings held on a monthly basis.

Summaries and minutes from advisory council meetings are kept on file at the local and system level.

Parents who attend meetings, Parent Expos and other events are asked to complete surveys at the end of activities to provide information to use in planning future events.

School/Student Performance Reports

All parents are provided student performance data after the spring achievement test is administered. Parents of students in grades K – 6 are provided skills checklists and reports generated through the reading and math program used by the schools. Students involved in such programs as Accelerated Reading and other programs are provided printouts and progress reports as appropriate. Parents receive an annual "School Performance Report Card" provided by the state department of education.

Parents are provided information and instructed on how to interpret and use this data in helping their children improve their academic skills. Parents are informed of performance goals and expectations. Periodic progress reports are provided through report cards, conferences and other data to show progress toward these goals.

Parents are asked to sign a parent-student-teacher learning compact each school year which sets forth the responsibility of each in helping the student reach their educational goals for the year.

Students who are having trouble meeting their goals are provided with information/activities and other support to assist them in improving their performance.

Information from achievement tests are analyzed and used by regular program teachers and Title I teachers in lesson planning and in planning classroom activities. School personnel have been making a

concerted effort to purchase and use computer software and printed materials that focus on achievement test skills and those set forth in the Alabama Course of Study for each subject area.

Parents of students in grades 7 – 12 meet with teachers and counselors to plan their child's course of student for high school with the goal of passing the graduation exam and receiving a diploma. At these meetings parents and students are informed about requirements for graduation and are given information about the graduation exam. Parents of students who have failed a portion of the graduation exam are required to meet with counselors and teachers to inform them of programs available to help their child improve identified weak skills areas.

All parents are informed about extended learning activities for students through the after school program, summer programs and remediation/tutoring opportunities. Parents are provided information about new instructional/remedial/tutorial programs as they are introduced in the schools.

Local Curriculum Guides/Alabama Course of Study

Local curriculum guides for each grade level and subject area which are aligned with the Alabama Course of Study, state assessment standards and objectives and the textbooks currently in use are posted on the LEAs website for parents and others to view and print out. These guides enumerate the skills and objectives teachers are teaching in the instructional program.

Teachers are required to use these curriculum guides in planning and providing the instructional programs. School administrators closely monitor the day-to-day implementation and operation of the instructional program.

This information is posted on the LEA and local school websites and parents are informed on online sources for ACOS for each grade level. This information is also discussed at parent meetings and during other activities with parents.

Course outlines and topics are also published by the schools through newsletters, online or through handouts sent to parents or distributed at meetings.

Learning Compacts

Learning Compacts are signed by the parent, child and teacher each school year which outlines the shared responsibility of each entity in helping the student reach their educational goals for the year. Compacts include information about how the school and parents will build and maintain a partnership to help students achieve the state' high achievement standards.

Teachers make an effort to obtain signed compacts from each parent and student. They are kept on file at the local school level.

Parent's Role

Parents are responsible for providing pertinent information about their child and factors which may affect the child's learning both formally and informally through conferences, conversations, surveys and questionnaires and discussion with Title I program personnel. Parents are responsible for informing teachers of barriers which prevent their child from being successful in school and of barriers that prevent them from participating in their child's education.

Coordination of Services

The Franklin County School System will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

1. Head Start,
2. 21st Century Learning Center After School Program
3. Special Education Program
4. ELL (English as a Second Language) Program
5. Pre-Kindergarten Programs

6. Regular instructional program
7. Grant programs
8. Federal programs (Title I, Title II, Title III, Title IV, Title VI)
9. At-Risk program
10. Career Technical program
11. School Health program
12. Other appropriate programs

Activities include:

- Leaders of these programs are involved with other school system personnel in developing and implementing parental involvement programs
- Program leaders serve on appropriate committees at the LEA and at the school level
- Information is shared with these groups as appropriate
- Parents of children served by these programs are invited to participate in all appropriate parent involvement activities and programs provided by the schools
- Parents of children served by these programs are informed of appropriate activities and programs
- Parents of these children are asked to complete surveys and questionnaires and to provide written input into program development
- Coordinators and LEA personnel work together to identify and make plans to meet parent needs
- LEA personnel from various departments work together to plan Parent Expos, programs and other activities at the LEA and at the local school level to provide appropriate learning opportunities for them
- Personnel from the LEA's Community Education Department work closely with other departments to provide support and input into parent activities and programs

Educational Partnerships

Community agencies, businesses and organizations are invited and encouraged to form partnerships with the schools. These groups provide support to the students, parents and teachers of the schools in many ways and serve as resources in a variety of school activities and programs.

Removing Barriers to Communication

To the extent possible, all information is provided for parents in a language in which they can read and understand. We attempt to provide English and Spanish versions of all pertinent written communication.

In instances in which the parent may not be able to read and understand English communications from the school, interpreters are made available to assist these parents. Teachers work closely with E S L English as a Second Language personnel, to provide materials and school related forms in their predominant language when possible,

New enrolling students complete a Home Language Survey which informs school personnel of languages used in the home. School counselors, administrators and teachers work with the parents and students to meet their needs, regardless of their language.

The ESL teacher, Spanish instructors and interpreters serve as translators for non-English speaking student and their parents.

Program Evaluation

The Franklin County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

These actions include:

- Parent questionnaires and surveys distributed at the end of the school year and during parent meetings and other activities held during the school year. Data is analyzed and shared with planning committees, advisory committees and administrators. Discussions are held with each group and data from those discussions is used along with data from questionnaires and surveys in planning sessions and in the revision of policies and plans. This data is also used in evaluating the effectiveness of the program. Weak areas are identified and changes/additions made to the policy/plans.
- LEA Title I advisory council will collect data from schools and from analysis of questionnaires and surveys to use in discussion and revision of policy/plan.
- Parents will serve on the school level and LEA level advisory councils to provide additional input and to assist with the revision process.
- Meetings will be held at the schools to discuss proposed revisions and changes.
- Copies of the revised policy/plans are distributed to parents at meetings held at the beginning of the school year or when a new student is enrolled at the schools.

Building Capacity for Parental Involvement

The Franklin County School System will build the schools' and parent's capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities described below:

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators

Activities planned to accomplish these goals will include professional development activities for parents at the school level and Parent Expos held at rotating locations in the LEA throughout the school year.

Teachers will participate in orientation and training on working effectively with parents through faculty meetings and other activities held specifically for this purpose.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent Expos
- Workshops
- Face-to-face meetings and discussion groups
- Lunch and Share activities
- Student/Parent Planning meetings
- PINGO activities
- Field trips with children and their parents
- Student Ambassador Program
- Postings online and on LEA and school websites
- Newsletters, fliers, handouts and information printed in the county level newspapers
- Powerpoints shared through meetings and sent through e-mail and as hard copies
- Printed handouts and other materials
- E-mail and regular mailings
- Postings and links on LEA and school websites
- Powerpoints presented at meetings and programs
- Training sessions held in conjunction with other programs
- Parent meetings with counselors and teachers
- Parent night activities at the school level
- Professional development activities held for parents on specific subject areas
- Orientation programs for parents held about new instructional programs
- Newsletters and materials sent home with children
- Progress reports from student assessments
- Information provided by vendors through materials fairs for parents on issues related to childrens learning, health, nutrition and safety
- Information provided through the School Cast automated telephone parent notification System

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Orientation provided during faculty and administrator meetings called for this purpose
- Printed materials and handouts
- Small group training and discussion
- Workshops provided for teachers
- Powerpoints shared in person, e-mail or through hard copies

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and public preschool and other 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, by:

- Inviting parents of these children to attend all appropriate parent involvement activities and professional development activities for parents
- Inviting parents of these children to serve on appropriate school and LEA level committees
- Provide resources of parents of these children on the same basis as the parents of other children
- Inviting parents of these children to participate in appropriate learning and extra curricular activities held at the schools

E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Printed materials and fliers about meetings will be provided in English and in other languages to the extent practical and possible
- Meetings will be held in which information is explained and provided to parents in their home language
- Student progress reports will be provided in English and other languages and disseminated to parents at meetings, in conferences, through e-mail
- Interpreters will be present at meetings to help parents with communication
- Teachers and administrators used Transact website to print documents in other languages for students and parents who need them
- Communication from teachers to parents is translated into other languages
- Teachers participate in workshops planned to teach them basic Spanish vocabulary to help them communicate better with E L L students and their parents
- Teachers participate in workshops and training activities planned to help them learn to work effectively with ELL students in the regular instructional program
- Teachers participate in workshops and training activities planned to help them learn to communicate more effectively with ELL students and their parents

Part 3: Discretionary LEA Parental Involvement Policy/Plan Components

NOTE: The LEA Parental Involvement Policy/plan may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

The Franklin County School System will use parental involvement funds in paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

In order to maximize parental involvement and participation in their children's education, school meetings will be scheduled at a variety of times and at rotating locations throughout the LEA in order to meet the needs of parents. Parent/teacher conferences will be scheduled at times convenient for the parents whenever possible.

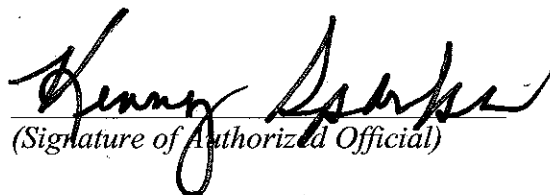
The LEA encourages the participation of community-based organizations and businesses in parental involvement activities and their participation as members of appropriate school committees.

The LEA works closely with parents in providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Part 4: Adoption of Policy/Plan

This LEA Parental Involvement Policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by sign in sheets at meetings and data analysis from questionnaires and surveys.

This policy/plan was adopted/approved by the Franklin County School System and will be in effect for the period of one year. The school district will distribute this policy/plan to all parents of participating Title I, Part A children.


(Signature of Authorized Official)

(Date)