

Chilton County Schools

Parental Involvement Plan and Policy



2016-2017

It shall be the policy of the Chilton County Board of Education that the School District shall provide, on a non discriminatory basis, educational opportunities for all children. No person shall be denied the benefits of any educational program or activity based on the basis of race, color, handicap, creed, national origin, age or sex. This includes migrant, LEP, neglected or delinquent, and homeless children. All programs offered by schools within the School District and any grievance procedures shall be open to all students in compliance with statutory and judicial requirements.

Parent Involvement for Chilton County Schools School Year 2016-2017

PART I. GENERAL EXPECTATIONS

The Chilton County School System agrees to implement the following requirements:

In recognition that the parent is the child's first and most important teacher and that parental involvement is essential for the success of the student, school and system, the Chilton County Board of Education is committed to building a strong parent-school partnership. Federal regulations state that funds may be received only if programs, activities, and procedures shall be planned and implemented with meaningful consultation with the parents of participating children. Chilton County works to involve parents in the decision-making process for Federal Programs, policy revision, at-risk and school level planning.

Generally, education is perceived as a process of growth and includes the mental, moral, emotional, physical, and spiritual aspects of the individual. Each student is seen as a unique person who possesses certain potential, needs, aspirations, and interests. As each student is different, the purpose of education is to provide appropriate experiences in school that develop maximum achievement so each individual will become a useful and productive member of society. Parents are a partner in providing an environment that prepares students to be academically, physically, and socially ready to meet the challenges of the future.

MISSION STATEMENT

The mission of the Chilton County School System is to educate all students to their fullest potential in a safe, caring environment, creating responsible and productive citizens from a shared commitment of the students, parents, educators and communities.

To provide quality education that will increase student learning, all teachers will provide high quality instruction, emphasis will be placed on the improvement of student attendance, and support will be provided through increased parent and community involvement, site-based decisions, and collaboration within and between school and the community.

DEFINITION OF PARENT INVOLVEMENT

Chilton County schools will be governed by the following definition of parental involvement:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, 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, as described in section 1118 of the ESEA.

Parent Involvement Procedures

To fulfill the requirements of the *Every Student Succeeds Act (ESSA)* and to provide students with the skills to meet the high challenging standards required by the State, Chilton County encourages the formation of partnerships between the home, the school, and the community. This partnership will address more completely the full range of student needs and provide opportunities for students to experience success while in school and develop into productive citizens later in life. In order to meet these goals, each Title I school will:

- Convene, at a minimum, annual meetings at both school and system level at convenient times to allow parents to actively participate in the on-going planning for the Title I program.
- Offer a flexible number of meetings at various times
- Notify parents of meetings via a variety of contact strategies, i.e. special invitation letter, memo, email, school calendar, newsletter, etc.
- Develop Home-School Compacts that reflect the shared responsibility of the school, teacher, parent, and student in working toward student success.
- Involve parents in an organized, ongoing and timely way, in the planning, review, and improvement of the school Title I schoolwide Parental Involvement plans.
- Provide student assessment results to parents of participating students, (to include the School Report Card, the Adequate Yearly Progress (AYP) reports, the Alabama Testing Package and any other federal assessment results.)
- Provide a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency level students are expected to meet.
- Provide opportunities for parents to participate in decisions that will affect the education of their children. These will include Federal Programs Advisory, LEA Parental Involvement Plan, School CIP / Title I Plans and Student / Parent Information Guide revisions.
- Evaluate the Title I and Parent Involvement, the School Safety, and Technology plans for each school and the system Federal Programs Advisory.
- Provide parents with the opportunity and the procedure to comment on or disagree with the plans or programs that are currently in place at both school and system level.

Because parental support is crucial for the success of students and the system, parents are encouraged to:

- Become actively involved in the planning and operations of the Title I program by providing suggestions for improvement and/or criticisms of programs or plans.
- Attend informational meetings concerning Title I program.
- Attend additional educational programs, topics provided by parent surveys.
- Volunteer and help with special projects.
- Visit classes.
- Consult with teachers on an on-going basis and attend parent/teacher conferences.
- Provide information and ideas on the effectiveness of the Title I program.
- Identify barriers that prevent limited English, economically disadvantaged, migrant, homeless, and literacy-limited parents from participating in the school culture.

All Chilton County Title I schools will provide coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. These will include the following:

- Support of PST and community agencies and programs.
- Purchase of computer and other technology equipment.
- Purchase of materials to assist with EL/LEP students and parents.
- Translators and the assistance of the ESL Specialists.
- Training for teachers and paraprofessionals in using resources for working with parents of participating students.

Building Capacity for Increased Parental Involvement

In order to meet the needs of all students in Chilton County, comprehensive planning that involves parents, the community and school staff is necessary. Using the information gathered from the school and system annual needs assessments and decisions from the advisory committees, goals and objectives are developed for the system. To meet the goal of high academic success for all students, the school will design an environment that encourages and supports student learning. This can be accomplished through the use of a high quality curriculum, disaggregated data, extensive staff development, instructional and emotional support of all students, the coordination of programs to give maximum time and funds to benefit all students, and the consistent involvement of interested, active parents.

In many of the instructional and support programs, parents are included as team members. They are expected to share opinions, criticisms, and suggestions for improvement for all instructional plans. They are involved in the academic improvement of the school and will help to identify barriers that prevent LEP, migrant, homeless, and economically disadvantaged students and literacy-limited parents from participating in the school culture. Parents and the school share responsibility for the improvement of student achievement. This shared responsibility among staff, students and parents is reflected in the School- Parent Compacts. Title I Parents will be given the opportunity to attend an annual Title I meeting at which an SDE provided PowerPoint is explained, Open House, School Parent Education Programs and participate in the Chilton County Federal Programs Advisory Committee, which includes at-risk planning, and the Policy Revision Committee. These meetings provide information, understanding, and cooperation between and among the stakeholders for each school and the system. Decisions regarding the use of federal funds are made by these Federal Programs Advisory Committee and committees at each school; these committees are made up of teachers (general education program, and special education), school administrators, parents, and community leaders.

Parents receive information on the State's high academic content standards, student academic achievement standards, and local academic assessments. Chilton County provides materials and training to help parents help their children in reading and math. Translators and translated materials are provided to assist language-minority parents in understanding the school's correspondence.

A method for the improvement of learning within the system is the coordination of programs. Greater coordination of services - including Title - I, II, and III - Special Education, At-Risk, etc. and cooperative planning among the staff and community members will increase student learning. Working consistently and cooperatively with Head Start and the juvenile justice resource team increases community awareness of school issues and provides community support for students, their parents, and the schools.

Problem Solving Teams (previously known as BBST) are functioning at all schools. The purpose of each school's PST is to guide general education services for students who have academic or behavior difficulties. Team members will discuss issues related to specific needs and offer teachers assistance in resolving academic and behavior problems through progress monitoring and differentiated instructional strategies. For more information, contact Pam Harris at 280.2990.

Parents may be invited to participate in the meetings. Parents of children who are being considered by the PST may be asked to participate.

Central office staff annually meets with committees that include parents to revise current policy, critique programs, and develop plans for the next school year. Parents and community members

participate in revisions of the Policy Manuals and annually the Student / Parent Information Guide. (Copies of these are translated into Spanish.) The involvement and support of parents in the areas of learning and discipline increase the probability that students will experience success in the academic program.

Student Achievement Information for Instructional Improvement

The results of the "A-F Report Card" are published in the local newspapers, on the district website and sent home in parent correspondence. The results are used in the development of Title I and Continuous Improvement plans and the LEA improvement plan. The results are also shared with the public at the annual meeting of Title I parents and other parent-teacher organizations.

At each school, the principal is responsible for creating a positive, productive climate that encourages an attitude of improvement and high standards for all students. Parents are encouraged to become involved in reviewing the accomplishments and deficits at each school. A needs assessment is conducted annually with parent, teacher and administration input to determine the project focus for our schools. The assessment of needs and analysis of curricula and programs guide the development of the individual school improvement and system level improvement plans. The Advisory Committee builds into the budget monies to pay for teachers to attend workshops and conferences, thereby, improving instruction.

Elementary teachers use a county curriculum for content area instruction. This curriculum is developed by Chilton County teachers and combines content from textbooks, the current Alabama Course of Study, and the Alabama Quality Teaching Standards. Textbook selection involves representatives from each school and members of the community. Alabama Courses of Study and copies of curricula are available for examination at each school and the Central Office in Clanton.

All assessments within the Alabama Testing Package are taken very seriously by teachers and parents. DIBELS scores, progress monitoring and textbook tests are also used to evaluate student progress as well as other diagnostic tools in reading and math. Staff members from the SDE and the Central Office may conduct workshops on the proper interpretation and use of test data. Parents, are encouraged to schedule a conference time with the teacher/teachers of their student to discuss student performance and to identify the needs of each student.

Several other indicators are used to determine student performance. All Kindergarten-3rd grade children county wide are assessed using DIBELS during the first month of school to identify instructional needs and determine reading fluency. Progress Monitoring at appropriate intervals is also conducted. Students are tested again with DIBELS in the winter and spring to determine progress and reading skill acquisition. Teacher observations, checklists, portfolio assessment, teacher assessments on textbook content and the county curricula are used to evaluate individual student performance and curricular effectiveness. The results of these assessments are sent home to parents. Various opportunities are provided for parents to assist with understanding assessment scores and to help their children improve academically. The EL Specialists, bilingual translators and area churches provide training for Hispanic families on school culture, homework, discipline, the required assessments and the English language acquisition test WIDA-ACCESS for ELLs.

The Title I schools provide on-going learning opportunities for parents. The opportunities that are provided are based on needs determined by parents, through parent surveys. Trainings are held at varying places, days and times to include after school and at night to involve students, parents and community professionals. Using surveys, our system-wide goals, and state assessment results, as well

as data from the annual needs assessment, the professional development committee including representatives from each school determines the most pressing needs for staff development in the system. Activities are coordinated and supported by Montevallo Inservice, Title I, Title II, Title III, and local funds.

Services provided through the Federal Programs and IDEA are coordinated and integrated with other educational services and schools by providing parent conferences, open house, and visitation and orientation from feeder schools. Special Education and Federal Programs Advisory Committees are composed of members from a variety of professional and community areas. Parents and teachers share in the decision-making regarding the use of federal funds and the implementation of federal programs. Schools should have a Parent Involvement Coordinator where at the school level, a Parent Advisory Committee meets periodically with the Parent Involvement Coordinator to plan activities designed to help the parents of students to be more aware of the school culture and of ways to help their children meet the high academic standards set by the federal, state and local system. Some of the schools do a good job providing activities designed to involve all parents including our Spanish-speaking parents, to help them help their children at home. These plans include Back-to-School Bash, Family Reading / Math Night, Math / Science Night, Family Arts Night and various other PTO-sponsored events.

There are increasing numbers of students in this system with limited English proficiency. A Home Language Survey has been administered to all students in the system and is a part of the enrollment package. Students who have a primary or home language other than English are evaluated for their English proficiency. The Limited English Proficient (LEP) students are identified as at-risk and are served appropriately. Additionally, students are provided tutorial services when possible and extra classroom help as determined on an individual basis. Parent meetings are provided by the EL Specialists and the Title III coordinator on topics such as instructional strategies, homework/schoolwork issues, and state and school required assessments. Parents receive assistance from the EL specialists, who coordinate their efforts with community resources, and translators are provided to assist in overcoming the language barrier for parents. Computers and other types of technology are purchased to provide additional resources for instruction. Software, such as *Rosetta Stone* and *Interactive English*, are being used to provide intense reading instruction for limited English students and their parents.

Highly Qualified Staff

The Superintendent, the Personnel Director, and the Federal Programs Coordinator collaborate to use state, local, and Title I, Part A resources to employ highly qualified teachers to work with all students individually or in small groups in the regular classroom and in lab situations to meet the performance standards identified by the state of Alabama. 100% of Title I funded teachers and Title I funded paraprofessionals, 100% of all elementary teachers, and 100% of secondary teachers are highly qualified. Title I, regular program, and special education teachers attend workshops and conferences to provide quality instruction for all students, especially those at risk of failure. The teachers meet with parents to assist them in improving their student's achievement, provide information on the College and Career Ready standards, on-going assessments, and how these will affect their students. They work closely with the school counselors and instructional coaches to provide parent workshops for reading and math improvement. Special program teachers meet with regular program teachers to plan skill development activities that meet the state's performance standards. Teachers use state assessment results from previous years to analyze student achievement, curricula, instructional methods and resources and to plan class work that will enable all students, including those identified as EL or special ed, to meet the state's standards.

Throughout the school year, central office personnel may visit classrooms to ensure that all students are receiving quality instruction designed to promote academic success. Monitoring and evaluation determine the effectiveness of strategies toward enabling students to meet the state's student performance standards and make adequate yearly progress as defined in Section III (b)(2)(A)(i) PL 103-382. The results of the annual review will be publicized to teachers, administrators, support staff, parents, students and the community in accordance with PL 103-382 and Alabama Law 95-313.

PARENTS RIGHT-TO-KNOW

The following information is placed in the Student / Parent Information Guide and given to all students annually:

The purpose of this correspondence is to communicate to you in writing in reference to Parents Right-To-Know. At the beginning of each school year, a school that receives Title funds under this part shall notify the parents of each student that the parents may request, and the school will provide the parents on request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- (i) Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that you may request under Parents' Right-To-Know teacher/paraprofessional qualifications, a school that receives Title funds shall provide to each individual parent (this information must be provided to you, without you making a request):

- (i) information on the level of achievement of the parent's child in each of the State academic assessments as required under Title I; (this information will be provided to all parents at a fixed time during the year along with assessment data), and
- (ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks, by, a teacher who is not highly qualified (substitute teacher who does not have a degree).

Providing this information to you is your parental right. Because our school receives Title funds, we are required to provide this information to you in writing as requested. If you are interested in requesting information regarding your child's teacher(s) qualifications, please contact the principal at your School.

You may request this information in person or by letter. Your requested information regarding your child's teacher(s) will be provided to you on a form within ten (10) working days after receiving your request. The requested information will be mailed to your home address or hand delivered in a face-to-face meeting. If you have questions regarding this information, you may call us or contact the Federal Programs Coordinator, at 280-3000. Parents of students sign an "acknowledgement" form, indicating receipt and reading of the guide. This form is returned and kept the student's cumulative folder.

Adequate Yearly Progress (AYP)

Chilton County will identify for school improvement any school that has failed to make adequate progress as defined by the criteria established in the state plan. The AYP Reports are provided to the local schools for distribution to parents and published in the local papers. All schools develop a

Continuous Improvement Plan, under the direction of the School Improvement Specialist, following the state model. The system is not in school improvement, however, four of our Title I schools are identified as “focus” schools. A portion of the Title I state allocation is set aside along with designated School Improvement funds to assist Title I “focus” schools in their area of need.

Fiscal Accountability for Federal Programs

Chilton County reserves one percent (1%) of the annual allocation to implement parental involvement activities at the local schools. Of that 1%, at least 95% is allocated out to the Title I schools for parental involvement activities. Title I parents are involved in the decision making for these funds through participation on the School Parental Involvement/Advisory Committee.

Title I funds are distributed to schools in accordance with PL 103-382, Section 1113. Title I attendance area eligibility is calculated based on free and reduced lunch and enrollment data for the twenty days after Labor Day attendance report. Schools identified for Title I services are rank ordered according to poverty level with the school having the greatest percentage of children in poverty ranked first. In developing the Title I budget, allowable reservations are calculated for administration, parent involvement, homeless, EL, and instructional improvement.

Evaluation of Parent Involvement Plan and Procedures

Annually Chilton County will evaluate the effectiveness of the Parent Involvement Policy/Plan using data collected from the Title I schools, the LEA Parental Involvement Committee and LEA activities and make necessary revisions. Title I schools will provide a PI survey and then analyze the responses to determine how well the needs of parents and the requirements of ESSA are being met. The results will be presented to the committee members. Changes in procedures will be implemented based on the approval of the committee. The members of the LEA Parental Involvement Committee and Federal Programs Advisory Committee will use these results in evaluating and making changes in procedures that will be implemented based on the approval of the Committee. Parent comments of concern, discontent, or disagreement with the current programs (Letter of Discontent or Disagreement – see form) may be sent to the Federal Programs Supervisor and to the Federal Programs Director of the State Department of Education.

CHILTON COUNTY TITLE I PARENT INVOLVEMENT POLICY

In order to fulfill the requirements of the *Every Student Succeeds Act (ESSA)*, a reauthorization of the Elementary and Secondary Act (ESEA) and to recognize that the parent is the child's first and most important teacher and that the parent's continued involvement is essential for the success of the child, the Chilton County Board of Education is committed to building a strong parent-school partnership. Such programs, activities, and procedures shall be planned, implemented and evaluated with meaningful consultation with parents of participating children. Consultation shall be organized, systematic, ongoing, informed, and timely.

Following these measures, this Parent Involvement Policy shall be incorporated into the Chilton County Title I Plan. The following provisions apply:

- Parents shall be included as team members in an organized ongoing and timely way to give input in the development and review of the system and school Title I plan and the school improvement plan when necessary.
- The Title I staff shall provide the coordination, technical assistance, and other support necessary to assist participating schools in developing, planning, and implementing a comprehensive parental involvement program to improve student achievement as well as school performance, while providing students with the skills to meet the challenging standards required by the state.
- Building school and parent capacity for partnerships between home and school and strong parental involvement by providing appropriate training to increase the effectiveness of teachers, principals and staff in working with the parents of participating Title I students.
- Interacting with Head Start and other preschool programs to coordinate and integrate parent involvement programs to the extent feasible and appropriate.
- Parents or guardians of each Title I child shall be given the opportunity to participate in, at a minimum, an annual Open-House to inform parents of Title I requirements, Title I programs and activities, description and explanation of the curriculum in use, forms of academic assessments used and their right to be involved.
- Notification of these meetings will be by a variety of contact strategies, invitations, calendars, newsletters, etc., and will be scheduled at flexible times for optimum participation.
- Title I staff will convene any additional conferences as parents request or as needed to ensure understanding and cooperation among the parents, students, and respective school official necessary for the student to profit fully from all school experiences.
- Parents will also be encouraged to make an appointment and visit the student's Title I class during the school year.

- Developing School-Parent Compacts that reflect the shared responsibility of the school, teacher, parent and student in working toward student success. Parents will be informed of how the compact is used, reviewed and updated.
- Providing parents the right to request information regarding the qualifications of the student's teachers. (See Parents Right to Know, Title I Part A Section 111 (h)(6) outlined in the Student/Parent Information Guide that covers the requirements and procedures). The school will respond appropriately in a timely manner.
- Providing materials and training to assist parents toward improving their children's achievement.
- Provide student assessment results to parents of participating students, (to include the School Report Card and the Alabama Testing Package).
- Encouraging partnerships between schools and community-based organizations and businesses.
- Communicating with the home in a form parents can understand, including using the primary language of the parent to the extent possible.
- Providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory and homeless students.
- Providing parents with the opportunity and the procedure to comment on or disagree with the plans or programs that are currently in place at both school and system level.

The Title I staff shall conduct, at the end of each school year, an evaluation meeting with parents of participating children in order to determine the effectiveness of the parental involvement program and policy. Planning for the future development of plan/policy will be determined by the evaluation from this meeting, including barriers to greater participation of all parents to include parents of disabled, migrant, ELL or homeless. The results of the annual evaluation shall be utilized to revise policies, if necessary, and to increase the scope of the policy/plan. This policy shall be distributed annually to parents of participating children.

If you disagree with the components of this plan or the implementation of the Federal Programs in Chilton County, please complete a Letter of Discontent or Disagreement and mail it to the following people:

Mrs. Adriane Dennis, Federal Programs
Chilton County Board of Education
1705 Lay Dam Road
Clanton, AL 35045

Director of Federal Programs
Alabama State Department of Education
P. O. 302101
Montgomery, AL 36130-2101

SOURCE: Chilton County Board of Education
ADOPTED: May 15, 2001, Revised 10/21/14, 8/10/15
LEGAL REF: Public Law 107-110, 2001

LETTER OF DISCONTENT AND/OR DISAGREEMENT

Date: _____

Adriane Dennis, Federal Programs Supervisor
1705 Lay Dam Road
Clanton, AL 35045

PARENT NAME: _____

ADDRESS: _____

TITLE I STUDENT'S NAME: _____

Dear Federal Programs Supervisor:

My student is in the Title I program at _____ (school name) and I am dissatisfied or disagree with the:

(Please put a check next to the area of discontent.)

_____	Placement of my student in the Title I program
_____	Service that he/she is receiving from the Title I staff.
_____	Content of the school or system Federal Programs Plan.
_____	Content of the school or system Parent Involvement Plan.
_____	Migratory Plan and/or procedures for implementation
_____	Homeless Plan and/or procedures for implementation
_____	ELL Plan and/or procedures for implementation

The Federal Programs Director of the State Department of Education will be given this information

Parent's Signature _____

This LEA Parental Involvement plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Federal Programs Supervisor. The school district will distribute/made aware of the website location of this plan to all parents of participating Title I, Part A children on or before September 30, 2014.

PLAN APPROVED BY (*Person or Entity*)

DATE OF APPROVAL