

## Taylor County Schools

### District Wide Parental Involvement Policy

#### Part I. General Expectations

The Taylor County Board of Education 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 district wide parental involvement policy 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.*

#### Part II. Description Of How District Will Implement Required District Wide Parental Involvement Policy Components

1. The Taylor County Board of Education will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

All Title 1 schools will meet annually to evaluate their parent involvement programs as well as set goals for the future. Through study, research and evaluation of their parent programs, these schools have determined their individual needs. These needs, in conjunction with the Epstein Model, have formed the foundation for the annual Parent Involvement Action Plan. Action Plans are included in each of the individual school plans. Said plans specify the trainings and activities planned to meet parent's needs, as well as the person responsible, the timelines and any cost involved.

2. The Taylor County Board of Education will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

It is the responsibility of each school to evaluate their Action Plan by assessing the quality of the trainings and the level of parent involvement. Each school will evaluate their Parent Involvement trainings/activities as they occur by using the Parent Involvement Evaluation Form. Schools will compile the evaluation results and submit the results to the LEA upon completion of each activity. The LEA will review the evaluation results. It is the responsibility of the LEA to provide technical assistance in the implementation of each Title 1 School's Parent Involvement Action Plan.

3. The Taylor County Board of Education 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 academic achievement and school performance:

Examples of coordination and joint planning are extensive, however, the following are recent examples:

- Title I assists the county Special Education Department in sharing professional development opportunities, parent trainings and literature.
  - The Title I Director works collaboratively with the LEP Coordinator in providing services for children with limited English proficiency.
  - Title I works with the Taylor County Preschool Collaborative and Special Education in providing quality transition programs for children in Taylor County.
  - The Title I Director and Title I Mentors work collaboratively with the Taylor County Literacy Team to design professional development in meeting school level needs in all facets of literacy.
  - The Title I Director works collaboratively with the school level Title I Mentors to design staff development relevant in addressing teachers' professional development needs in order to help all students achieve academic success.
  - The Title I Director works collaboratively with LEA Liaison for Homeless Children and each school in addressing the academic needs of children who meet the definition of homeless.
  - The Title I Director works collaboratively with the Taylor County Professional Staff Development Council and the Taylor County Service Personnel Staff Development Coordinator in providing quality professional development for the staff.
  - The Title I Director serves on various interagency committees, i.e. LEA 5 Year Strategic Plan, County Curriculum Team, Taylor County Literacy Team, Taylor County Preschool Collaborative, etc.
4. The Taylor County Board of Education will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs such as Head Start by:

Title I personnel work with the school system and other agencies, (i.e., Mary Battle Trust, Taylor County Literacy Team, WV School Improvement Grant – SIG, Title I and Non-Title I schools, etc.) in the development of grants. Examples will include, but not be limited to:

- Transitional "Bump-Up Day" activities
- Preschool Screening
- School level Parent Activities

It is quite common for Taylor County to plan instructional programs, trainings, and initiatives by coordinating all available resources within various entitlements, local dollars, parent organizations and community agencies. This is most cost effective and efficient and prevents redundancy in planning and implementing programs.

5. The Taylor County Board of Education will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy 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 policy 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.

All Title 1 schools will meet annually to evaluate their parent involvement programs as well as set goals for the future. Through study, research and evaluation of their parent programs, these schools have determined their individual needs. Information of this nature is obtained via Parent/Staff Satisfaction Survey results, as well. These needs, in conjunction with the Epstein Model, have formed the foundation for the annual Parent Involvement Action Plan. Action Plans are included in each of the individual school plans. Said plans specify the trainings and activities planned to meet parent's needs, as well as the person responsible, the timelines and any cost involved.

Results of the annual evaluation process are reported to the Board of Education in the Spring of each school year. The following process is used to gather/report the aforementioned information:

- Review/revise/up-date the "Parent/Staff Satisfaction Survey" document.
- Distribute the "Parent/Staff Satisfaction Survey" to parents of enrolled children.
- Distribute the "Parent/Staff Satisfaction Survey" to all Taylor County Board of Education employees.
- Disaggregate results from returned surveys to determine and prioritize needs.
- Utilize survey results to address needs as a part of the Design Committee and Parent Advisory Council meetings.

6. The Taylor County Board of Education will build the schools' and parent's capacity for strong parental 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 specifically 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:

Each school will sponsor opportunities for parent awareness training and/or informational meetings where clarification and understanding of such things as student performance data from school and state assessments, program procedures, etc. can be addressed. Opportunities of this nature will be made available through a variety of activities including, but not limited to: Open House, Home Visitation, "Test Talk" meetings involving individual children and their parents, etc.

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:

Each school will sponsor opportunities for parent awareness training and/or informational meetings where clarification and understanding of such things as student performance data from school and state assessments, program procedures, etc. can be addressed. Opportunities of this nature will be made available through a variety of activities including, but not limited to: Open House, Home Visitation, "Test Talk" meetings involving individual children and their parents, etc.

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:

In the fall of each school year Professional Development awareness training on the Epstein Model for Parent Involvement is provided to Taylor County Board of Education employees, as available.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction

Programs for Preschool Youngsters, the Parents as Teachers Program, 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:

Title I personnel work with the school system and other agencies, (i.e., Mary Battle Trust, Taylor County Literacy Team, WV School Improvement Grant – SIG, Title I and Non-Title I schools, etc.) in the development of grants. Examples will include, but not be limited to:

- Transitional “Bump-Up Day” activities
- Preschool Screening
- School level Parent Activities

It is quite common for Taylor County to plan instructional programs, trainings, and initiatives by coordinating all available resources within various entitlements, local dollars, parent organizations and community agencies. This is most cost effective and efficient and prevents redundancy in planning and implementing programs.

- 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:

Taylor County will utilize a variety of informational announcement modes for the purpose of communicating with parents. Included as methods of communication will be such things as:

- News Release in the local newspaper,
- School-generated newsletter announcements,
- “Parent Friendly” informational brochures,
- Invitations,
- Meeting Notices,
- Reminder Notices,
- Telephone Calls, as needed, &
- Billboards.

### Part III. Discretionary District Wide Parental Involvement Policy Components

NOTE: The District wide Parental Involvement Policy 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:

- may pay/provide reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions;
- training “Parent Coordinators” to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

### Part IV. Adoption

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by documentation (*i.e.*, *agenda*, *minutes*, *etc.*) from meetings to discuss same maintained on file.

The school district will distribute this policy to all parents of participating Title I, Part A children within the 1<sup>st</sup> month of school each year.

**Source:** Board of Education Minutes

**Date:** 4-17-90; 4-16-96; 5-25-99, Revised (01-08-07)

**Legal Reference:** West Virginia Code 18-2-28; State Board Policy 2200; ISIA—US Department Of Education Public Law 103-382

#### DISCRIMINATION PROHIBITED

As required by federal laws and regulations, the Taylor County Board of Education does not discriminate on the basis of sex, race, color, religion, handicapping condition, marital, or national origin in employment or in its educational programs and activities. Inquiries may be referred to: County Title IX Coordinator or Section 504 Coordinator, Taylor County Board of Education, 1 Prospect Street, Grafton, WV 26354, Phone No. 265-2497; or referred to: The Department of Education's Director of the Office of Civil Rights.