

District-Level Title I Parental Involvement Plan 2016-2017

Description of how Florence City Schools will conduct their Title I Parent Involvement Program:

I. General Requirements

Florence City Schools will implement programs, activities, and procedures for the involvement of parents that will be planned and implemented with meaningful consultation with parents of participating children. This consultation will be organized, systematic, ongoing, informed, and timely.

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, development 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 districts submits the plan to the State Department of Education.

II. Reservation of Funds

Florence City Schools will reserve at least one percent (1%) of their Title I allocation to implement parental involvement activities since the system's overall allocation is greater than \$50,000. Parents of children receiving services will be involved in the decisions regarding how reserved funds will be spent for parental involvement activities.

III. Written Plan and Policy

Parents will be involved in the joint development of the Title I plan and parent involvement policy. The school system will make provisions for including parents as team members to give input to the development and review of the instructional plan and the school improvement plan when necessary. Information will be disseminated to parents on an ongoing basis regarding policy and programs.

The school system will provide the **coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement.** Various guides will be used to develop the written policies and plans (e.g., Improving America's School Policy Guidance for Title I, Part A; National Standards for Parent/Family/Involvement Programs and Building Successful Partnerships).

To **improve student achievement** and maintain strong school/family/community partnerships, Florence City Schools shall help parents understand the National Education Goals, state content and performance standards, state and local assessments, Title I requirements, how to monitor progress while participating in their children's education, and how to work with educators toward children's improved performance. We will provide workshops, conferences, and handouts to accomplish this goal.

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: offering workshops for parents, offering a Parent Resource Center where materials can be checked out by appointment with the Parent Involvement Social Worker, and offering internet access to parents in the Parent Resource Center.

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:

1. Provide a translator for parents at meetings and on as needed basis.
2. Translate invitations to parent meetings.
3. Transact software is provided to translate communications sent to parents.

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 workshops conducted by Title I staff.

Partnerships between Title I schools and community-based agencies and organizations shall be developed to strengthen the parenting component of the Title I program. Parents will be encouraged to attend the parent/teacher conferences. Parents will be encouraged to schedule parent/teacher conferences at other times throughout the year, as needed. Conferences can also be scheduled with the Social Worker. Parents will be encouraged to get to know their child's teacher and to communicate with him or her throughout the year.

As needed, the Title I social worker will conduct **in-home conferences** and in-home parenting activities when a parent is unable to attend conferences or activities at the school.

Parents will receive individual student assessment results for their children. If parents need any assistance with the interpretation of those results a conference can be scheduled with the teacher or with the Social Worker.

The Child, Parent, and School Compact will outline how parents, staff, and students will share responsibility for promoting high student achievement. The compacts will be developed jointly by child, parents and educators, and parents shall discuss the content of the compact with their children prior to signing it. Student behavior will also be addressed in the Parent Compact.

To nurture the needs of the parents, a survey will be passed out to parents to determine their highest level of education attained. Information will be used to target those parents who will be possible candidates for **Adult Education**. Information about the Adult Education (and ESL) classes at Northwest Shoals Community College and other locations will be disseminated and explained. A social worker will help interested parents make arrangements to attend one of the Adult Education classes available in the community. The possibility of long distance learning for parents will also be explored. When a translator is needed, one will be contacted through the Federal Programs Office.

Parent Resource Center will be available to parents to check out educational materials for their children and to obtain materials on parenting. Staff assistance will be available in the Parent Center by appointment. A limited number of computers will be available in the Parent Center for the use of the parents and children while attending the center. When information is sent home regarding the parent center, a map will be included showing the locations of the center. Parents will be told about educational websites and education television programs for children.

A **community resource list** shall be developed and made available to each parent group to enable parents to select any community resource, including speakers they would like to utilize for their parent involvement activities. Listings are available at the parent meetings and parent center.

A list of **community resources** available to children, such as Boys and Girls Club and Parks and Recreation activities, shall be printed and made available parents. Parents will identify those resources currently being utilized by their children and those in which they wish their children to become involved. Parents will be assisted in linking up with the desired community resources.

As funding permits, **transportation and childcare** may be provided to enable parents to participate in parent involvement activities. Meetings shall be arranged at a variety of times throughout the year to maximize the

opportunities for parents to participate in school related activities. Children will participate to encourage parental attendance.

There shall be an **annual evaluation** of the content and effectiveness of the parental involvement program to determine whether there has been increased participation and whether there are barriers to greater participation, particularly by parents who are disabled, who have limited English proficiency, limited literacy, or are of any racial or ethnic minority. The evaluation may include the following methods:

- a) comparing levels of parental participation prior to and following implementation of the newly required policy
- b) determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions
- c) identifying barriers to greater participation by these groups
- d) assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools.

The Parent Involvement Policy approved by the Florence City Board of Education will appear in the student handbook. A statement regarding the distribution of the District-Wide Parental Involvement Plan and School Parental Involvement Plans will also be in the handbook and on the website for Florence City Schools. The statement will let parents know that these are available at the school and in the Federal Programs Office.

Evaluations will be conducted by the Title I staff by sending home a survey to parents. Parents are encouraged to return the surveys and give verbal and written comments throughout the year. Findings from the **annual evaluation** shall be reported to all participating parents and shall be utilized to design strategies for school improvement and revise, if necessary, the parental involvement policies.

**Approved by the Advisory Committee
May 5, 2016**