

Parent and Family Engagement Written Policy

September 2017

The Union County School District believes that every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background, so each family has the potential to support and improve the academic achievement of its children. Therefore, the Union County School District shall develop jointly with, agree upon with, and distribute to, parents of participating children an annual written parent involvement policy. The policy shall be incorporated in to the local educational agency's plan developed under section 1112, establish the agency's expectation for parent involvement, and describe how the agency will-

- (A) **involve parents in the joint development of the plan under section 1112, and process of school review and improvement under section 1116 by:** conducting an annual meeting to inform parent of their school's participation under Title I, requirements, programs, and their right to be involved;; involving parents and guardians in joint planning, development, school review, improvement and annual evaluation of the Title I program content and effectiveness and the parent involvement policy from input by each School Improvement Council at each Title I school; displaying a copy of the current Title One plan at each school site for public review; displaying the Parent Compact at each school site for easy accessibility to all stakeholders.
- (B) **provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance by:** compiling school and district data for easy accessibility, conducting district-wide meetings to share successful parenting programs at each school site, providing timely information about school programs, awards and recognition, curriculum standards, student assessment, child development stages and community resource, requiring monthly Parent Newsletters, and by sharing school news in the local paper, on the local radio station and on local cable channel. The district web-site offers a wealth of information to assist schools and parents.
- (C) **build the schools and parents capacity for strong parental involvement as described in subsection (e) by:** explaining to parents or legal guardians the school performance profiles, curriculum, assessment results and proficiency levels as it relates to student expectations and their child; conducting two annual conferences between each student's parents or legal guardians and his/her teachers to discuss academic progress and assessment performance, and utilizing school volunteers that are coordinated by a volunteer school-based parent volunteer coordinator. These volunteers are often parents and grandparents and are encouraged to volunteer in many capacities, such as reading with individual or small groups of children, serving as lunch buddies, providing clerical help to classroom teachers, or assisting in classroom-based student workshops. Adult mentors from civic organizations and businesses are encouraged to volunteer in our schools, and high school students are also invited to serve as school mentors. Our 4 and 5-year-old annual Spring Registration, PTO Open Houses, PTO programs, SIC meetings, parent workshops, Read to Succeed Summer Camp, and school-based intervention workshops provide multiple opportunities for parents to become involved in school activities.

- (D) **coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start Program, Early Steps to Success program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs by:** coordinating and integrating district parent involvement with other programs such as Head Start (transition, space for classes) and Countdown to Kindergarten (house and offer regular meetings for early childhood coordinators), partnering with First Steps in professional development opportunities for all early childhood leaders, sharing information about various early childhood programs on our district web-site, and partnering with Adult Ed to offer educational opportunities for family members.
- (E) **conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (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), and use the findings of such evaluation to design strategies for more effective parent involvement, and to revise, if necessary, the parent involvement policies described in this section by:** holding multiple parent involvement meetings each year for parents of Title I schools, providing evaluations at the conclusion of each parent meeting including the identification of barriers to participation by parents in parent involvement activities, conducting yearly evaluations of parenting programs, using the findings, and if necessary changing the parent involvement policy.
- (F) **involve parents in the activities of the schools served under this part by** utilizing parent conferences to share specific strategies with parents on how to assist students at home; purchasing books, materials, school supplies, etc. to share with parents and modeling the use of these materials to increase student achievement; keeping lines of communication open between parents and schools through student agendas, grade-level and school newsletters, student portfolios, etc.; developing school-wide Early Intervention teams to partner with regular education teachers to address at-risk emotional, social, and academic student needs through the assistance of school-based interventionists, such as school psychologists, speech therapists, nurses, and special education teachers.