

2021-2022

Administrative Guidelines and Procedures Implementing Cabell County Schools' County-Wide Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

Cabell County Schools agree 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 1116 of the Elementary and Secondary Education Act. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116 (b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116 (d) of the ESEA.
- The school district will incorporate this district wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent and family engagement 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 parent and family engagement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, ensuring,

- A. That parents play an essential 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 to assist in the education of their child;*
 - D. The carrying-out of other activities, such as those described in section 1116 of the ESEA.*
- The school district will inform parents and parental organizations of the purpose and existence of Parental Information and Resource Centers. The school district will use funds reserved under subparagraph (A) to

carry out activities and strategies consistent with the parent and family engagement policy, including not less than 1 of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community- based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- E. Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- A. Cabell County Schools** will take the following actions to involve parents in the joint development of its district wide parent and family engagement plan under section 1112 of the ESEA:
 - 1. Parents will be notified by the County of the district-level written parent and family engagement policy.
 - 2. Parents will be invited to participate in development of Cabell County Schools' parental involvement policy.
 - 3. The county will provide assistance to parents with English as a Second Language, and to parents with literacy/comprehension difficulty so that they may be involved in their child's education. They will also be provided with information about the Title I services available to their children and other services they may be eligible for in order to meet their individual needs.

- B. Cabell County Schools** will take the following actions to involve parents in the process of school review and improvement under section 1116 (d) of the ESEA:
 - 1. Parents will be notified of the school improvement status, how it compares to other schools, reasons for identification, the county and school's responsibilities, and how parents can become involved in the improvement process.
 - 2. Parents will be notified and invited to informational school meetings regarding their child's education and the educational practices of their school should the need arise.

3. Parents will be notified and invited to informational meetings regarding restructuring and other school improvement initiatives implemented by the school district in their school.

C. Cabell County Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

1. Each Title I School will employ a Parent Partner who will provide parents with information, guidance, and means of involvement in their child's education.
2. Parent Partners will attend monthly county meetings to gain information they can share with parents at their schools.
3. Parent Partners will provide workshops, communicate between school and home and recruit volunteers for the school.
4. County staff will support school-based communication to parents by printing and/or placing it on the school district's web page.
5. The county Title I supervisor will meet monthly in schools with each Parent Partner, providing assistance as needed.

D. Cabell County Schools will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies under the following other Federal, State and local programs including but not limited to, Head Start, County Pre-K, and State-operated preschool programs by:

1. The County will work with an Early Childhood liaison to coordinate and integrate all the BCE programs in Cabell County.
2. The County will provide technical assistance to the schools in having an effective transitioning process in place for the Preschool students entering Kindergarten in our public school system.
3. The County will provide Early Childhood Centers and Head Start with information regarding Kindergarten sign up, screening days, and readiness information.
4. Parent Information Meetings will be part of the transition process. Each school will be responsible for holding at least one meeting for the parents in their enrollment area.

E. Cabell County Schools will take the following actions to annually evaluate and improve the content and effectiveness of its parent and family engagement in improving the quality of academics in Title I, Part A schools. The evaluation will identify barriers to parent and family engagement (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 evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. The school district will use the evaluation findings to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

1. The County will provide each school annually with a parent survey to be sent home with every student. This survey will assess whether parents understand the parent and family engagement component of

Title I, whether parents are involved at their child's school, whether parents feel comfortable volunteering or visiting the school, and if there are ways to increase parent and family engagement.

2. The County will randomly select a group of Title I Schools' parents and mail them a survey targeting how they view the parent and family engagement at their respective school, including the barriers and successes.
3. Parents will be asked in writing to suggest ways to make the Title I Program more successful.
4. Schools will analyze the data from parent surveys and inform the County Title I Supervisor how the results will affect their school Title I program.
5. The County will analyze and review the random surveys of county-wide Title I parents.
6. Parents will be invited to express their concerns and ideas at an open forum at the County Board Office each spring. This information will be used in writing the plans for the following year.

F. Cabell County Schools will build strong parent and family engagement, ensuring an effective partnership between schools, parents, and the community through the following activities:

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school or district, as appropriate, to understand topics such as 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 Title I Part A, monitoring of their child's progress, and working with educators:
 - a. Schools will annually provide parents with Title I information.
 - b. Schools will annually provide parents with the State Report Card.
 - c. Schools will provide parents with the students' annual assessment results, including alternate assessments.
 - d. School staff will hold conferences with parents as desired to discuss the child's progress, the academic expectations for a child in a given year, and ways to worktogether to maximize achievement. Parents may contact the school to schedule conferences.
 - e. Schools will create plans to involve parents more effectively in after-school settings.
2. 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, by sponsoring and/or encouraging:
 - a. Computer workshops for parents and students
 - b. Family activity nights
 - c. Open communication between home and school
 - d. Home environments that support achievement

- e. Parent meetings such as Parent Teacher Organizations
 - f. Parent participation on school teams such as the LSIC, Strategic Planning team, etc.
3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with parents as equal partners, valuing parent contributions, and coordinating parent programs to build ties between parents and schools, by:
- a. Training Parent Partners to promote high quality parent and family engagement, and,
 - b. Training administrators, teachers, aides, and Parent Partners in the Epstein Model of School, Family and Community Partnership through the National Network of Partnership Schools.
4. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children:
- a. The County will work with an Early Childhood liaison to coordinate and integrate all the ECE programs in Cabell County.
 - b. The County will provide technical assistance to schools to assure an effective transitioning process for preschool students entering public school kindergarten.
 - c. The County will provide Early Childhood Centers and Head Start with information regarding Kindergarten sign up, screening days, and readiness information.
 - d. Parent Information Meetings will be part of the transition process. Each school will be responsible for holding at least one meeting for the parents in their enrollment area.
5. 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:
- a. School newsletter, School Messenger Service (automated phone calling system)
 - b. Emails, Schoology
 - c. Mailed or information carried home by students
 - d. Information shared by teachers working with the English Language Learners
 - e. Surveys to determine if a need exists to send information home in a language other than English