

**SUE CLEVELAND ELEMENTARY SCHOOL
PARENT AND FAMILY ENGAGEMENT POLICY
2016-2017**

Title I School Parents: *Below is the school's Parent and Family Engagement Policy that are developed jointly, agreed upon with parents and are available to all Title I parents of Sue Cleveland Elementary School. The goal of this policy is to build an effective partnership between parents and educators. This policy is designed to give you the stakeholder, an opportunity to be involved in the formation of our schoolwide Parent and Family Engagement Policy in our school. Research shows that when schools and parents work together to support learning, children not only succeed in school, but also throughout life. The most accurate predictor of a student's academic achievement in school is not income or social status, but the extent to which that student's family is able to create an environment that encourages learning, expresses high expectations for achievement, and becomes involved in their child's education.*

The following are required components and core elements of the Title I School Parent and Family Engagement Policy for 2016-2017.

Core Elements

To implement an effective Parent and Family Engagement Involvement Policy as part of the schoolwide Title I Plan to support students' academic success, Sue Cleveland will do the following:

A. Involve parents in the joint development of the Schoolwide Title I Plan, Parent Involvement Policy, and process of school review and improvement:

1. review the purposes and major strategies of the Title I program and parent involvement;
2. assist parents in understanding topics such as the State's academic content and achievement standards, State and local assessment, annual yearly progress, and effective monitoring of their child's academic work and achievement;
3. provide opportunity for parents to participate in the yearlong school planning process including the opportunity to review and suggest improvements by serving on planning committees and providing input by various means;
4. Review results of parent feedback, program evaluations, and achievement data for the annual school review and use these data as needed to modify the Parent and Family Engagement Policy.

B. Provide coordination, technical assistance, and other support necessary to assist in the development of *effective* parent involvement activities to improve student academic achievement and school performance:

1. provide materials and training to enable parents to work with children to support their academic achievement, such as through literacy training, curriculum trainings, and instructional technology;
2. provide training to school staff to strengthen Parent and Family Engagement efforts, including outreach activities;
3. provide parents information about Title I programs, services, Parent and Family Engagement parent involvement opportunities, parental rights, plan review process, and school
4. improvement levels;

5. provide appropriate support services for students to assist with the home-school connection and students' academic achievement.
6. provide opportunities for parents and teachers to coordinate joint efforts to support student and school achievement, encouraging parental input on how educators could best assist their children in achieving educational goals, encouraging parents to serve as trainers of other parents and educators where appropriate, and encouraging joint planning and participation in academic and parental skills trainings and use of school resources

C. Build the school and parents' capacity for strong parental involvement:

1. assist parents in the understanding of State's academic content standards, student academic achievement standards, State and local academic assessments, and the process of how to monitor and collaborate to improve their child's achievement;
2. provide parents with the needed materials and trainings to improve the academic achievement for their children;
3. coordinate and integrate parent involvement programs and activities with public preschool and literacy programs to facilitate transitions;
4. provide appropriate opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I law, section 111, in an easy to read format and, to the extent practicable, in a language that parents understand;
5. may pay reasonable and necessary expenses, if necessary, associated with transportation and childcare costs to enable participation in school-related meetings and training sessions;
6. may train parents to enhance the involvement of other parents;
7. may arrange school and parent meetings at a variety of times or conduct in-home conferences between teachers or other educators who work directly with participating children in order to maximize parental involvement and participation;
8. may adopt and implement model approaches to improving parent involvement;
9. may establish a schoolwide parent advisory council to provide advice on matters related to parental involvement;
10. may develop appropriate roles for community-based organizations and businesses in parent involvement activities;
11. shall respond to parental concerns at the most appropriate school level within 24 hours or first business day after receiving parental comment; share the concerns or questions with other school officials as appropriate or required, and maintain a file of parental comments and concerns and their dispositions at appropriate local school and District levels as required by Title I procedures.

D. Coordinate and integrate parent and family engagement strategies with parent programs such as, Parenting Partners, Home Instruction Programs for Preschool Youngsters, and State-run preschool programs.

E. Conduct, with the involvement of all parents, an annual evaluation of the content and effectiveness of the parental and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater

participation by parents in activities authorized (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); use the findings of such evaluation to design strategies for more effective parental involvement; and revise, if necessary, the parental involvement policies described. Procedures will include the following:

1. solicit parental input at schoolwide Title I meetings to strengthen achievement efforts and parent involvement in the educational decision-making process;
2. review parental activities related to literacy, numeracy, academic assistance, and parent involvement.

F. Involve parents in the activities of Title I programs:

1. distribute a parent survey before planning the schoolwide Title I parent involvement trainings and activities to offer for the year;
2. maintain participation records for all school parent involvement activities;
3. provide annual feedback on the effectiveness of parent involvement.

G. Provide all parents of participating Title I students' access to the school Parent and Family Engagement Policy by October 31st of each year.

H. Provide all parents of students in the school information about their right to know the qualifications of their children's teachers, paraprofessionals, or substitute teachers.

I. Use data gathered in the above activities so that educators and parents can:

1. strengthen the Title I plan and required documents;
2. design strategies to expand successful activities;
3. remove barriers for parental participation;
4. encourage volunteering in the classroom and in other school activities and participation in the educational decision-making process.