

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The Federal Programs Coordinator schedules an annual meeting to involve parents in the joint development and revision of the LEA Plan. Elementary and secondary administrators, each school's aCIP chair, teachers, parents, the ESL Coordinator, the Special Education Coordinator, the District Continuous Improvement Coordinator, and the Homeless/Parent Liaison attend the meeting. The Federal Programs Coordinator requests their collaborative input for each item stated in the plan. Also, parents are included in the development and revision of the system's Strategic Plan, District Continuous Improvement Plan, and local school Continuous Improvement Plans (aCIP). Additionally, each fall we hold a RHS specific Title I Parent Information meeting (agenda is attached). This meeting addresses what it means to be a Title I school, benefits of being a Title I school, our specific budget, compacts, teacher qualifications, the ACIP plan, as well as, the parental involvement fund.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Each summer, the Federal Programs Coordinator conducts a meeting to review and revise the Annual Evaluation for Parental Involvement. Parent representatives from each school participate in the meeting. During the meeting, the Federal Programs Coordinator also reviews and revises the Parent and Family Engagement Policy and encourages parents to provide input. A digital and hard copy of each document is disseminated to all participants. Parents can also elect to reread the documents at their convenience and submit revisions or additions to the Federal Programs Coordinator at a later time. Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following:- College and Career Ready Standards (CCRS),- state and local academic assessments including alternate assessments,- grading procedures, and- strategies for monitoring their child's progress. All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards). At the local level, each fall we hold a RHS specific Title I Parent Information meeting (agenda is attached). This meeting addresses what it means to be a Title I school, benefits of

being a Title I school, our specific budget, compacts, teacher qualifications, the ACIP plan, as well as, the parental involvement fund.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Each summer, the Federal Programs Coordinator conducts a meeting to review and revise the Annual Evaluation for Parental Involvement. Parent representatives from each school participate in the meeting. During the meeting, the Federal Programs Coordinator also reviews and revises the Parent and Family Engagement Policy and encourages parents to provide input. A hard copy of each document is disseminated to all participants. Parents can also elect to reread the documents at their convenience and submit revisions or additions to the Federal Programs Coordinator at a later time. Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following:- College and Career Ready Standards (CCRS),- state and local academic assessments including alternate assessments,- grading procedures, and- strategies for monitoring their child's progress. All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards). At the local level, each fall we hold a RHS specific Title I Parent Information meeting (agenda is attached). This meeting addresses what it means to be a Title I school, benefits of being a Title I school, our specific budget, compacts, teacher qualifications, the ACIP plan, as well as, the parental involvement fund. Additionally, the parents on the ACIP committee are contacted regularly for feedback and decision making.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Coordination of Resources – Comprehensive Budget RHS - FY21 Parent Engagement Supplies and Materials \$874.00 Printing \$755.02 Literacy, etc. \$119.52 Other items not included above \$874.00 \$2,622.54 Explanations of expenditures: Supplies and materials may include but not limited to flash cards and books. Printing is for Home School Connection for Title I schools. Literacy is for subscription to Educational Resources. Other items not included above is for parent engagement liaison travel.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions

and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

St. Clair County School System will take the following actions to involve parents in the process of school review and improvement: - conduct parent conferences, - conduct the Annual Title I Parental Involvement Meeting, - conduct Statewide Parenting Day - survey parents of their needs and offer training to address those needs, - conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade level/department meetings, and - contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings. - provide monthly newsletters to parents with academic and social help aids. Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences. Teachers, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during Statewide Parenting Day, Math and Literacy Nights, parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue to communicate with parents via phone calls, text messages, emails, social media, and the website.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The School-Parent Compact is signed by the student, the parents, and the classroom teacher. A copy of Ragland School's School-Parent Compact is provided in this section. The current compact will be reviewed and revised by the Parent Involvement Committee during a spring meeting. The parents serving on this committee, as well as staff members, will recommend and make any revisions needed.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

At the district wide Parental Involvement Council meeting, parents are allowed to make and submit comments if they disagree with any aspect or component of the LEA's Consolidated Application for the federal funds to the principal or the Federal Programs Coordinator. The Federal Program Coordinator submits comments to the SDE Federal Programs Section. The compact is included in a comprehensive booklet published annually by the St. Clair County Board of Education for parents of students enrolled in a school receiving federal funds. Additionally, each fall we hold a RHS specific Title I Parent Information meeting (agenda is attached). This meeting addresses what it means to be a Title I school, benefits of being a Title I school, our specific budget, compacts, teacher qualifications, the ACIP plan, as well as, the parental involvement fund. Also, we survey our parents for their feedback on the educational program of RHS.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

RHS will accomplish this through the required annual Title I parent meeting held at the beginning of the school year, as well as, with additional Title I and PTO meetings held throughout the fall of the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments at the beginning of the school year during high school and middle school orientation and Elementary Meet the Teacher Night. In addition, an explanation regarding Title I will be discussed, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family

engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Ragland School helps parents work with their children by: *Encourage parent participation in various after school and during school events such as "Reading Across America", Library Book Fair, Celebrating Dr. Seuss' Birthday, and inviting guest readers to our classrooms such as community leaders, high school students, parents, PTO members, local business owners, and staff from area churches.

*Teachers meet with parents (administrator involved) when their child continues to fall behind grade level. *Group discussion with student, parents, and teachers to set goals for student success and next steps if the plan does not succeed (RTI) *School website that provides up to date information for students and parents to view.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal 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.

The St. Clair County BOE and Ragland High School will work with teachers through in-services, faculty meetings, and grade level/departmental meetings in understanding the importance of parental involvement and forming a partnership with our parents. This year, our ACIP committee placed emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Ragland High School uses a collaborative team approach in educating all children. Administrators and lead teachers will work together to ensure that grade-level meetings include a parent involvement focus.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Ragland High School uses automatic callers, mass email systems, text messaging, app information, and our website to stay in constant communication with parents. Through our home language surveys we determine if there is any requirement for translation of parental materials into any language other than English. At this time, there is indication of such a need with three students attending Ragland High School. Ragland High School will coordinate with the system level parental liaison for any resources needed to provide materials to parents that may not be able to communicate in the English language.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

Ragland High School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. School Administrators at Ragland High School maintain an "open door policy" on all issues related to student achievement at our school. Parents may come in and request appropriate activities to foster parental involvement within our school. Our school works closely with several parent organizations in fund raising and other community activities to provide the best support to parents seeking to improve student achievement.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Ragland High School works hard to ensure that these individuals have equal access to parental participation. For example, by using the automated caller option, calls can be sent home to individuals in a different language if necessary to keep communication open.