



PERFORMANCE LEARNING CENTER

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School Parent and Family Engagement Policy

Performance Learning Center

2019-2020

Revised April 25, 2019

In support of strengthening student academic achievement,

Performance Learning Center

receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).



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Performance Learning Center agrees to implement the following requirements as outlined by Section 1116:

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).

Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.

Provide full opportunities, to the extent practicable, 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 ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

If the school-wide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Be governed by the following statutory definition of parent and family engagement and 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, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning*
- (B) Parents are encouraged to be actively involved in their child's education at school*
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child*



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(D) Other activities are carried out, such as those described in Section 1116 of the ESSA

Performance Learning Center will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the Title I program, including involvement in the decisions regarding how funds for parental involvement (1% of Title I budget) will be used.

- *Hold Leadership Team Meetings*
- *Hold an Annual Title I Meeting on or before November 1, 2019*
- *Hold a Title I Revision/Input Meeting on or before May30, 2019*
- *Survey parents, teachers and students to retrieve data concerning School Policy and Compact*
- *Hold Parent Night Activities quarterly*
- *Build a School Council*
- *Jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.*

Notices will be sent home by multiple means of communications that a Title 1 meeting was being held for revisions of the Parent/Student/Teacher Compact. Once assembled, parents will be given a parent questionnaire for the compact to write down what they would do to help their child reach the academic goal of the school/teacher on the compact.

Feedback will be welcomed throughout the year and can be assessed on the school website, or delivered via suggestion box located in the front office.

Performance Learning Center will build the school's and parents' capacity for strong parental involvement, to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below.



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Performance Learning Center will take the following actions to provide parents of participating children the following:

- *Timely information about the Title 1 programs*
- *Description and explanation of the curriculum in-use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.*
- *Opportunities for regular meeting, if required by parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of my child and respond to any such suggestions as soon as practicably possible.*

When meeting, programs or activities are scheduled, information about said program will be distributed or disseminated at least a week in advance through the Richmond County Board of Education website, Performance Learning Center Website, announcements over the intercom in the mornings and evenings, A flyer is placed on front counter and flyers sent home the day before event.

The curriculum in use at Performance Learning Center is the CCGPS outlined by the state, the forms of academic assessments used to measure our students progress are teacher test, EOC testing, State Assessments (Georgia Milestone). The proficiency levels that we are expecting our children to meet are meet standards or exceed standards.

Performance Learning Center has an Open Door Policy. Parents can make arrangements through Administration/Guidance to observe their child's class. They can arrange for one on one meeting with their child's teachers' team to discuss and make decisions concerning their child's education by contacting our school's parent facilitator to set up an appointment.

ANNUAL TITLE I MEETING

Performance Learning Center will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the school-wide plan, and the school-parent compact.



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Performance Learning Center will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all the parents to attend, to inform them about the school's Title 1 program, the parents' requirements, the school parental involvement policy, the school wide plan, and the school-parent compact.

There is an Annual Title I Informational meeting held at the beginning of the school year before November 1, 2019.

There is an End of the Year Title 1 Revision Meeting held before the last month of school (May).

Meetings are held at 11:00 a.m. and 5:30 p.m. to give all parents, children and community stake holders a chance to attend meetings. Information will be communicated to parents who cannot make the meeting by phone, one-on-one at their convenience or Parent Page on the PLC website.

Announcements are sent out multiple ways, such as flyers sent home, announcements posted on Board of Education website, announcements posted on School website, announcement posted on counter in front office, announcements are sent to parents via Shout Point or Remind 101, as well as morning and afternoon announcements, Newspaper and School News. Announcements are printed in other languages as needed to accommodate our limited English speaking parents.

Parents' requests for meetings will be met in a timely manner at the parents' convenience.

COMMUNICATIONS

Performance Learning Center will take the following actions to provide parents of participating children the following:

Timely information about the Title I programs

Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.

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,



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including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

SCHOOL-PARENT COMPACT

Performance Learning Center will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Performance Learning Center will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Notices will be sent home by multiple means of communications that a Title 1 meeting was being held for revisions of the school-parent compact and policy. Once assembled, parents will be given a feedback form to give comments, suggestions about the compact, policy, and budget.

RESERVATION OF FUNDS

Performance Learning Center will take the following actions to 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 by:

COORDINATION OF SERVICES

Performance Learning Center will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool 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 by:

- *Encourage our parents to use the Title 1 Parent Resource Center.*



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- *Have GED Literature as well as Literature on how to write resumes for those who are looking for jobs, books on parenting, etc.*
- *Have computers for students to check out to help their children with academics.*
- *PLC does hold Orientation for parents of incoming students.*
- *For parents and students we have literature on Careers.*
- *Parent Resource Center will have academic literature for each grade level that can be checked out by parent.*
- *There will be a clothing closet and food pantry to assist parents in overcoming barriers outside of school hours*

BUILDING CAPACITY OF PARENTS

Performance Learning Center will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and

Providing materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement

Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:

The challenging State's academic standards

The State and local academic assessments including alternate assessments

The requirements of Title I, Part A



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How to monitor their child's progress

How to work with educators to improve the achievement of their child

Performance Learning Center will build the school's and parents' capacity for strong parental involvement, to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below.

PLC will provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:

The state's academic content standards:

English/Language Arts Standards:

Students are to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. www.corestandards.org.ELA-Literacy

Mathematics 9-12: Develop a robust understanding of algebra, geometry, probability, and statistics the state's student academic achievement standards.

Georgia's new standards in Language Arts and Mathematics are designed to enhance and improve student learning by providing greater clarity and rigor than previous standards. The standards are more relevant to the real world, giving young people the knowledge and skills they need for college and career readiness. The New standards stress conceptual and critical thinking as well as fundamental skills. The CCGPS build knowledge from grade to grade enabling students to master important concepts before moving on to others. www.gadoe.org

The state and local academic assessments including alternate assessments.

The requirements of Part A.

The LEA Technical Assistance and Monitoring provides technical assistance, resources, and program monitoring of local education agencies to ensure that all children have an



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opportunity to obtain a high quality education and to achieve proficiency on high academic standards.

BUILDING CAPACITY OF SCHOOL STAFF

Performance Learning Center will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other 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 by:

Performance Learning Center will provide training to educate teachers, students, service personnel, principal, and other staff in how to reach out to, communicate, 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 the school by:

- *Inviting teachers, administration, and staff to Parental Involvement meetings*
- *Trainings and input in revisions of the compact, surveys and Parental Involvement Policy*
- *Other relevant trainings that will aid in the quest to get build the school-home-community connection.*
- *PLC's protocol on how to address parents' requests for parent involvement activities.*
- *Respond to parents' request as soon as possible.*
- *Accommodate parents' needs as much as possible.*