

2018-2019 Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A))

- A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).**

Madison City Board of Education is committed to parent involvement and ensures that parents of children who are being served in the Title I Program have an adequate opportunity to participate in the design and implementation of the LEA Title I Parental Involvement initiatives and activities as outlined in the Consolidated Plan.

The Madison City School System also ensures that a minimum of one percent of the total District Title I allocation is used to implement Parental Involvement and that 90% of these funds are spent at the school level. These funds are used to provide activities designed to assist with family literacy and improve parenting skills. The Title I Advisory Council which includes administrators, teachers, and parents determine how the parental involvement funds are used.

Title I parents are provided an opportunity to participate in the revision of the Parental Involvement Plan annually. They are invited to serve on the Title I Advisory Council. Following the revision of the plan, in accordance with ESSA, the plan is distributed to each parent. The distribution occurs at an annual Title I parent meeting or copies are sent home with students. If the parent engagement activities and the LEA Consolidated Title I Plan are not satisfactory to parents of participating children, they are encouraged to submit their concerns in writing to the Federal Programs Coordinator.

Title I Intervention Specialists help to disseminate information and assist with the distribution of the Consolidated Title I Plan. Title I parents are offered training on literacy skills, child development, homework assistance, etc. Additionally, Title I parents receive information about programs or other school activities, in a timely manner in an effort to remove barriers that limit parental involvement.

To help all children achieve the state's high standards, the Madison City Title I Targeted Assistance schools will use the School-Parent Compact, which will be updated annually, to build and foster the development of a school-parent partnership. The parents, child, and teachers will share responsibility for improved student academic achievement.

Sec. 1116(a)(2)(B))

- B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.**

The Madison City School System provides coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement and parent engagement programs by:

- Providing materials and training not otherwise available to help parents with their child's achievement.
- Educating teachers, pupil services personnel, administrators, and staff on how to reach out to parents, communicate with parents and work with parents as equal partners.
- Ensuring, to the extent possible, that information is sent home in a language and form that parents can understand.
- Providing information on literacy training to the community.

Ensuring school-parent compacts are being used to outline responsibilities of the school, staff, parents, and students in striving to raise student achievement and explain how an effective home-school partnership will be developed.

The Madison City School System will build capacity for parent and family engagement by involving parents in the joint development of the Consolidated Title I Plan through:

1. Inviting Title I parents to be part of each school improvement committee with the given task of developing individual school Title I Plans and parent involvement procedures.
2. Convening district Title I Advisory Committee meetings and school annual parent meetings to inform parents of their school's participation in the development of the Title I Plan and their right to be involved.
3. Employing a Parent and family Engagement specialist to serve as a liaison for meeting the needs of students between school, home, and community agencies.

Sec. 1116(a)(2)(C))

- C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.**

The Madison City School System builds the school(s) capacity for strong parent and family engagement by:

- Providing assistance to participating parents in such areas as understanding the state and local content standards and individual student achievement regarding these standards.
- Providing resources for parents to learn about child development, child rearing issues, and student achievement that are designed to help parents become full partners in the education of their child.
- Involving parents in the development, implementation, and participation in professional development activities to improve the effectiveness of instruction and services to participating children.
- Coordinating and integrating parent involvement strategies with available community resources such as Head Start (when applicable).
- Ensuring, to the extent possible, that information is sent home in a language and form that parents can understand.
- Providing information on literacy training that is available in the community.
- Approving reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions.

- Encouraging the formation of partnerships: parents to parents, parents to school, and parents to community.
- Scheduling meetings at a variety of times, such as mornings and evenings, in order to maximize the opportunities for parents to participate in school related activities/conferences with the option for in-home conferences as needed.
- Adopting and implementing scientifically based research programs for improving parent involvement as needed.
- Conducting district Title I Advisory Committee meetings.
- Providing any reasonable support for parent involvement activities at the request of a participating Title I parent.

All Title I parent and family engagement activities will be coordinated with local parent engagement efforts, such as Dyslexia Lunch and Learn, Curriculum Nights, student-led conferences, parent training sessions, middle school transition committee, policy committee, and other district efforts involving parents and families to improve academic outcomes for all students.

Sec. 1116(a)(2)(D)

- D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—**

(i) 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)

Madison City School District involves parents and families in an annual evaluation of the content and effectiveness of the parent and family engagement policy to improve the academic quality of all district schools served as Title I schools. District provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents from low-income or economically-disadvantaged backgrounds, and parents of any racial and ethnic background. All important information is sent home in Spanish and notices about parent meetings are sent in Spanish. Interpreters are available for the meetings when parents with limited English proficiency are in attendance.

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Madison City School District analyzes parent feedback and survey responses to identify the needs of the parents and families that relate to student learning and communicating with school staff and teachers. Based on the feedback analysis, school staff, leaders, and teachers are trained on best strategies to reach the parents, communicate with the families, develop relationships, and build ties between parents and the school. Madison City Schools plans to continue the efforts to improve teacher, staff, and leader knowledge of parent engagement during district meetings, through grade-level meetings, faculty meetings, professional development opportunities, and interactions with the parent engagement liaison.

(iii) strategies to support successful school and family interactions

Successful school and family interaction happened during the development and review of the Parent and Family Engagement section of the Consolidated Title I Plan. Parents were invited to serve as members of the district Federal Programs Advisory. Parents attended district Title I meeting and reviewed the draft of the Consolidated Title I Plan. Parent and family engagement liaison develops training sessions and collaborative activities to address the needs of the parents and foster school and family interactions that support student academic growth. Finally, schools utilize Ready Rosie app to target specific student needs and skills and help parents learn skills needed to support specific student needs. Parents receive personalized videos from the teacher in English (ad/or Spanish) coaching parents and offering a mini-lesson on how to help their child with each need. Parents participate in the annual parent survey to offer their feedback and comments regarding Title I programs in their child's school. Parent feedback is analyzed and discussed at the federal programs Advisory meeting as well as Title I Parent Meeting. Suggestions are implemented based on the needs assessment and parent feedback to improve district and school's Title I programs.

The Consolidated Title I Plan that includes the Parent and Family Engagement Policy is available to parents in the following ways:

- Federal Programs Advisory Meeting
- Annual Title I Meeting
- District website and all Title I Schools' Websites

Sec. 1116(a)(2)(E))

E. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

Successful school and family interaction happened during the development and review of the Parent and Family Engagement section of the Consolidated Title I Plan. Parents were invited to serve as members of the district Federal Programs Advisory. Parents attended district Title I meeting and reviewed the draft of the Consolidated Title I Plan. Parent and family engagement liaison develops training sessions and collaborative activities to address the needs of the parents and foster school and family interactions that support student academic growth. Finally, schools utilize Ready Rosie app to target specific student needs and skills and help parents learn skills needed to support specific student needs. Parents receive personalized videos from the teacher in English (ad/or Spanish) coaching parents and offering a mini-lesson on how to help their child with each need. Parents participate in the annual parent survey to offer their feedback and comments regarding Title I programs in their child's school. Parent feedback is analyzed and discussed at the federal programs Advisory meeting as well as Title I Parent Meeting. Suggestions are implemented based on the needs assessment and parent feedback to improve district and school's Title I programs. Improvement strategies for the new school year are always based on evidence of the past effective efforts and research proving the effectiveness of each strategy.

The Consolidated Title I Plan that includes the Parent and Family Engagement Policy is available to parents in the following ways:

- Federal Programs Advisory Meeting
- Annual Title I Meeting
- District website and all Title I Schools' Websites

Sec. 1116(a)(2)(F))

- F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.**

Federal Programs Advisory is comprised from parent, teacher, and administrator representatives from each school as well as district administrators all collaborating to develop, revise, and review the parent engagement policy for the Consolidated Title I Plan. District ensures that various categories of parents are represented when the advisory meets, including EL parents, Title I parents, homeless parents, Sp. Ed. parents, and parents of different socio-economic, racial and ethnic background. District and schools hold Title I parents annually to address Title I issues. Additionally, all district and school staff have an open door policy and are actively communicating with parents face-to-face, via phone, or email to receive feedback and improve student outcomes.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

- G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.**

The Madison City School System builds the school(s) capacity for strong parent and family engagement by:

- Providing assistance to participating parents in such areas as understanding the state and local content standards and individual student achievement regarding these standards.
- Providing resources for parents to learn about child development, child rearing issues, and student achievement that are designed to help parents become full partners in the education of their child.
- Involving parents in the development, implementation, and participation in professional development activities to improve the effectiveness of instruction and services to participating children.

Assistance for parents and families and provided through conferences, curriculum nights, Parent Universities, annual Title I meeting, parent meetings, lunch-and-learn opportunities, and evening training sessions.

- H. Describe how it will 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 (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.**

All Title I schools provide parents with various resources, books, flyers, You Read to Me/I Read to You books, Ready Rosie parent coaching app, and various training opportunities involving literacy training, technology workshops, community sessions to build parent capacity to support their children. Parent engagement liaison will maintain close contact with all schools and parents and will provide necessary support to the parents based on their needs and feedback helping them learn how to support their children.

- I. Describe how it will 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.**

District and school leaders will work to educate teachers, paraprofessionals, administrators, and parents about effective communicating, relations building, and partnering with each other for student success. District will guide the effort to help in the understanding of the importance of parent and family engagement and capacity building in the schools through district training sessions, lunch and learn sessions, grade-level meetings, faculty meetings, and professional development workshops. All district and school staff members are expected to continue their work with parents in meeting their child's needs to ensure academic achievement.

- J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement 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.**

Madison City School District will coordinate district and school efforts to integrate parent engagement activities of the district First Class Pre-K Program to ensure a successful transition for children entering kindergarten. Pre-K and K teachers collaborate and visit each other to develop a transition plan that involves parents and families to ensure smooth transition and readiness for kindergarten for all students. Interpreters are available for the parents of the EL students when needed. Parents are invited to attend multiple training and parent education sessions to help prepare their children for the transition.

- K. Describe how it will 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.**

District ensures that all critical information concerning a child's progress and parent programs, meetings, and other activities is sent to the parents of participating children in a format the parent can understand. District has a contract with the Foreign Language Services to provide translation to parents in multiple languages when needed. TransAct forms are utilized to send home information in different languages.

- L. Describe how it will ensure provide such other reasonable support for parental involvement activities under this section as parents may request.**

District and schools are very involved in listening to parent voice and provide multiple ways for parents to share their needs or concerns. As individual parent concerns or requests are shared with the school or district leaders, an administrator or appropriate staff always addresses parent concern with a solution focused on the best interest of the child. If a request pertains to an individual child, solution may involve a small group of specialists. If a request may involve a group of students, a committee comprised of several parents and school district leaders and staff may work to address such request for the best interest of the students.

M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

Results from the annual Title I parent surveys are used when determining professional development needs for principal, teachers, and other educators. Parent feedback and needs are always considered when planning professional development.

N. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

District provides multiple opportunities for literacy training for parents, such as curriculum nights Parent Universities, dyslexia lunch and learn, and others utilizing local funds. When the district has exhausted all other reasonably available sources of funding, Title I part A funds are used to supplement to provide additional literacy training for parents to help them support their children in school.

O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

Madison City Schools will pay reasonable and necessary child care, interpreting, and transportation expenses for parent engagement activities focused on building Title I parent capacity (e.g. EL curriculum night, Title I parent night, Title I parent training sessions, Title I parent literacy night, etc.)

P. Describe how the LEA may train parents to enhance the involvement of other parents.

Madison City Schools will involve district parent engagement liaison, community resources, and PTA staff to train parents as part of the advisory panel annual meeting and the annual Title I parent meeting to increase the involvement of non-active parents. Additionally, district will actively work with the EL parents to enhance their involvement in school activities and encourage other EL parents to engage in school efforts.

Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

Madison City Schools will offer meetings at a time convenient for parents based on pre-meeting surveys. It will offer live video broadcast options for parents not able to personally join the meeting. Recordings of these meetings will be posted on school website for parents to view at a later date and reach out to school or district staff with further questions. Lunch and learn training and meeting sessions will be offered to busy working parents who prefer to meet at lunch time.

R. Describe how the LEA may adopt and implement model approaches to improving parental involvement.

Madison City Schools will collaborate with other school districts seeking out model approaches to improving parental involvement. Title I parent engagement liaison will collaborate with the schools and parents to initiate conversations and collaboration to review these model approaches and implement the strategies or model programs that suit individual needs of each school and district as a whole.

S. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

Madison City Schools may establish a district wide parent advisory council to serve as liaisons to all matters related to all federally funded programs. District will plan to contract with a parent engagement liaison to guide these efforts and ensure parent advisory remains active and focused on students' best interests.

T. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Madison City Schools collaborates with numerous community organizations to support various needs based on community strengths. Several churches operate in a consortium working with the district to support the needs of the homeless and economically-disadvantaged families. Community ESL classes providers and EL-focused community organizations (e.g. AshaKiran, First Baptist Church, Asbury UMC, etc.) offer support to the EL parents learning English, preparing for the citizenship exam, experiencing difficulties with new environment, etc.

Sec. 1116(f)

U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed 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, parent and family members of homeless children, and parents and family members of immigrant 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.

Madison City Schools, to the extent practicable, provides opportunities for the informed participation of parents with limited English proficiency, parents with disabilities, parents of immigrants, and parents of homeless children through such methods as active communication via face-to-face, phone, email, website, social media, flyers, home visits, parent conferences, and committee meetings. All important information notices about parent meetings are sent home in a language parents can understand and professional interpreting services are provided when needed. District and schools make every effort to accommodate parents with disabilities. Homeless families receive individualized support from district liaison, school liaison, and district social worker to ensure individual needs of the homeless children and their families are met.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by agendas and notes, from the Federal Programs Advisory meetings, Title I Parent meetings, EL Parent meetings, collaborative principals meetings, and district website. The school district will distribute this policy to all parents of participating Title I, Part A children on or before 9/25/2018.

Federal Programs Advisory Committee and Superintendent
PLAN APPROVED BY (Person or Entity)

9/25/2018
DATE OF APPROVAL

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

(i) Whether the student’s teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned