



**PIKE ROAD
SCHOOLS**

Title I, Part A provides for parent and family engagement at every level of the program, including the development and implementation of the district and school Parent & Family Engagement Plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents in their children's education. In keeping with Section 1116, ACBOE will support its Title I schools to ensure that required school-level Parent & Family Engagement Plans meet requirements and will include a school-parent compact that is consistent with Section 1116(d) of the ESSA.

Pike Road Schools
2020-2021 Parent & Family Engagement Plan
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Title I—Improving the Academic Achievement of All Students

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This can be accomplished in several ways, including affording parents substantial and meaningful opportunities to participate in the education of their children.

(Adapted from: <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1001>)

This LEA Parental Involvement Plan has been developed and agreed on with parents of children participating in Title I, Part A programs.

PLAN APPROVED BY:

Charles Ledbetter, Superintendent

9/29/2020

Date of Approval

Rebecca Williams, Federal Programs Coordinator

9/29/2020

Date of Approval

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

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

Pike Road Schools will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

- a) Invite all parents to participate in school and district committees, such as the Federal Programs Advisory Committee, AdvancED Accreditation Committees, and ACIP Committees.
- b) Hold a Parent Advisory Committee meeting for parents of students in the Title I program to review the LEA plan and discuss how Title I funds will be used to support the plan.
- c) Provide parent access to LEA and school parent and family engagement plans and continuous improvement plans via each school's website.
- d) Distribute an annual survey to facilitate parent and family input and involvement in the development of LEA and school parent and family engagement plans and continuous improvement plans. This will include parent and family involvement in the process of design, review and improvement of the overall Title I program.
- e) Notify parents and family members via a variety of contact strategies including newsletters, emails, phone calls, school and district websites. Take home notices are translated as needed.

Sec. 1116(a)(2)(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 LEA developed the Parent Engagement Plan with feedback and consultation of all schools in the district, including a variety of staff and parents. Through a concerted effort of the administration and Title I staff, parents are engaged in a wide variety of ways in an effort to help them access valuable district resources in four key areas: learning supports, social services, school communication and partnerships. The foundation of this system is the communication with parents as an active educational partner. Pike Road Schools is fortunate in that it exists in a

community that is very supportive public education and as such strong partnerships exist with private businesses, local universities, and the Town of Pike Road. Those entities actively support the PRS and actively support the partnerships between PRS and the families with whom the LEA works.

Sec. 1116(a)(2)(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.

In each of the four key areas, or strategies, a number of action steps will be included which will form the basis for the activities and structures that the district will utilize to engage parents in the education of their children. Within each area will be activities that will target parents as participants in multiple ways but it is important that the engagement framework also addresses ways in which the district can reach parents who may not, for a variety of reasons, be likely to attend such "traditional" events and activities. We use translators and also hand deliver printed information to certain areas in our district.

Sec. 1116(a)(2)(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); (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions

Pike Road Schools will provide systematic communication to parents through weekly newsletters, PTSA newsletters and other means of written and digital communication. Schools will provide communication about school events, activities and academic matters through a variety of technology-based tools and mediums. These may include Facebook, school websites, communication apps, and telephonic mass communications. Schools and other district entities will communicate to parents at organized meetings designed to share information and build a sense of community with parents through shared experiences. These may include PTO meetings, Family Nights, parent conferences, and other opportunities to meet and discuss how parents and schools can work together. The use of technology for communication will play an important role in this area.

Pike Road Schools will develop and implement periodic parental engagement activities to inform parents about the curriculum, grade level standards, academic expectations and assessment programs. This will be accomplished through Curriculum Nights, International Nights, Back to School Nights, and other similar activities focused on explaining academic content and ideas of how parents can help their children master the content. Schools will develop and

implement an organized structure to have parent conference opportunities where instructional staff can share, in a one on one or small group setting, how their child is performing on curriculum-based work and various academic assessments. Included in these activities will be formal reporting structures that show student progress, including progress data for those students who are struggling to master grade level content and are receiving tiered intervention services. School personnel who work with English Language Learners will develop and implement activities designed to help parents whose first language is not English understand the academic program and what supports are available to their families and their children. The EL coordinator and EL support staff will focus efforts on providing academic information and other supports for parents of English Learners.

Pike Road Schools employs three key strategies:

Strategy 1: Communication. PRS will strive to provide frequent, meaningful communication in all key areas of the student's programming with a focus on academic support.

Strategy 2: Learning Supports. The schools will strive to provide parents with useful and timely information that helps them with strategies that will allow them to help their child become more proficient with academic content.

Strategy 3: Social Services. The schools will connect parents with resources, both internal and external, that can help them access needed social services for their families.

An annual districtwide parent survey will be administered each spring either by paper or electronically. The school district will use the findings of the evaluation to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. These results will be tallied and presented to the committee members and the Title I staff at the end-of-school meeting.

Sec. 1116(a)(2)(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.

Based on survey results, PRS will design evidence-based strategies for effective parent involvement. The following best practices will serve as the framework for the program design:

- Create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.

- Connect students and families to community resources that strengthen and support students' learning and well-being

LEA and school staff will develop strategies for each of these categories, implement the strategies as intended, and revise the plan as needed to best meet the needs of stakeholders.

Sec. 1116(a)(2)(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.

A Parent and Family Engagement Advisory Board will serve to review, discuss and provide input about appropriate activities and strategies that the LEA can use to connect with and support parents and families. This group will review the district's Parent and Family Engagement Plan and offer suggestions on strategies for both the general population and those parents who represent families where English is not the primary language spoken in the home.

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:

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.

Pike Road Schools will provide assistance to parents and family members in understanding the following topics:

- a) Challenging state academic standards
- b) State and local assessments
- c) Title I requirements
- d) How to monitor a child's progress
- e) How to work with educators to improve achievement

A variety of parent and family engagement activities will be scheduled at all schools. All schools have an Open House where parents are informed about school and district policies and procedures and their children's curriculum. Information regarding the best way to communicate with each child's teacher will be provided, increasing the likelihood of school success. Schools also hold their Annual Title I meeting where Title I requirements are discussed. Included in these activities will be formal reporting

structures that show student progress, including progress data for those students who are struggling to master grade level content and are receiving tiered intervention services. School personnel who work with English Language Learners will develop and implement activities designed to help parents whose first language is not English understand the academic program and what supports are available to their families and their children. The EL coordinator and EL support staff will focus efforts on providing academic information and other supports for parents of English Learners.

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.

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, such as literacy training, and using technology, as appropriate, to foster parental involvement. Schools will develop and implement periodic parental engagement activities to inform parents about the curriculum, grade level standards, academic expectations and assessment programs. This will be accomplished through Curriculum Nights, Back to School Nights and other similar activities focused on explaining academic content and ideas of how parents can help their children master the content. PTSA meetings will also include information to help parents understand how to best help their student reach higher levels of academic achievement.

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.

Throughout the school year, the district will conduct training related to increasing parent and family engagement, improving effective school-family communication, creating a welcoming environment, partnering with families to increase student academic achievement, and building relationships with community stakeholders. Local schools will identify additional staff and parental needs through formal and informal needs assessments. All faculty and staff of Title I schools will receive ongoing training on effective communication strategies to build parent capacity. Title I schools will consider parents' input in planning the training for effective communication practices. The Federal Programs Administrator, the school principals, and the Title I contacts at each school will facilitate the operation of effective parent centers, conduct ongoing staff and parent trainings, and build community-school partnerships.

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.

Information and presentations are made available for the counselors, Title I staff, principals, and individual schools' staff. Pike Road Schools will also collaborate with presenters from local agencies to provide parents information and present a series of parent workshops on parenting strategies.

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.

The school district will 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. Each Title I school distributes both the local school and the LEA Parent and Family Engagement Plans to families at the beginning of each school year. Because of the high population of Spanish and Korean parents, these plans are generally translated into these two languages. LEA parent meetings are held throughout the year for parents and families of EL students.

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

Throughout the year, parents may request other support for parental involvement activities. As these needs arise, the schools and the LEA will provide the reasonable support as needed. We will maintain open lines of communication with all parents and encourage them to voice their concerns and their needs. We will encourage parents to participate in committees such as the Federal Programs Committee, LEA'S Strategic Planning Committee, the AdvancED Accreditation Committee and the Continues Improvement Plan committee. At the beginning of each school year the PRS will notify the parents of each student attending Title I schools in the school system that the parent/guardian may request information regarding the professional qualifications of the student's classroom teacher. Also, the school will provide timely notice to parents/guardians that their student has been assigned to or is being taught for four 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.

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.

To build and support school staff capacity, parent feedback will be utilized in the development of training for teachers, principals, and other educators. Professional learning will be tailored to focus on responses generated from parent surveys in regard

to how schools and parents can effectively collaborate to impact student academic success. Professional learning activities which will include:

- Effective communication strategies;
- Sharing data with parents and setting student academic goals; and
- Providing informal professional learning (such as providing tips on effective parent newsletters, inspirational and informative posters for display, providing informative brochures, etc.)

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.

The LEA may provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training. This will occur if it is found to be a need. At this time, it has not been identified as a need.

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.

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. This will occur if it is found to be a need. At this time, it has not been identified as a need.

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

Pike Road Schools recognizes that parents network with each other in the community and the LEA will make a concerted effort to use parents who are engaged to communicate with other parents for the purpose of increasing their participation. The LEA will include a focus on this process at some of the sessions conducted by the LEA for the purposes of increasing communication and providing information on how to support the learning of students at home.

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.

Schools and district staff will collaborate to create "non-traditional" opportunities for parents through alternate venues and/or methods of sharing information. The use of technology for communication will play an important role in this area as will having meetings at times and locations other than the traditional night-time meeting at the

school. Schools will provide activities scheduled at various times and locations to meet the needs of parents who are unable or unlikely to access the traditional “school night” activities. Examples of such activities are “lunch and learn” activities, breakfasts for parents, ZOOM calls, and other activities designed to offer parents alternative venues and means for learning about their children’s academic progress and needs.

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

Pike Road Schools will arrange parent meetings at a variety of times or on different dates to ensure more participation and access to the parent program. The Title I teacher will conference with parents of targeted assistance students. The Title I teacher will work with parents’ schedule to ensure participation of parents in parent-teacher conferences. PRS’ will host a parent conference days.

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.

Pike Road Schools will establish a Parent Advisory Committee to provide advice on all matters related to parental involvement throughout the Title I program. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

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

To further develop our parent and family engagement plan, partnerships among community-based organizations and business will be established. Community organizations and businesses will be encouraged to offer support in identifying needs and implementing strategies for improved parent and family engagement. They may provide guest speakers, locations for meetings, and monetary donations for parent needs. Community-based organizations and businesses will be key partners in our support network and will be provided multiple opportunities to share strategies to build knowledge and improve our efforts.

Sec. 1116(f)

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.

Pike Road Schools and each Title I school, will provide opportunities for the engagement of all parents and family members. Provisions will be made for informed participation of parents and family members with limited English proficiency, disabilities, and parents of migratory children, as practicable. District and school staff will collaborate with the EL coordinator in an effort to accommodate removing barriers to full participation of families. Information and required school reports (as established by Section 1116 of the ESSA) will be provided, as feasible, in a language and format parents understand. Language accommodation provisions will include translation services through when needed.