

GREENE COUNTY BOARD OF EDUCATION
LEA PARENT INVOLVEMENT PLAN
2013 - 2014



Ms. Debra Waiters
Parent Involvement Facilitator

Mrs. Shirley Williams-Ezell
Federal Programs Director

Dr. Emma Louie
Superintendent

"One Vision, One Voice, One Victory"

**Greene County Federal Programs
Parent Involvement Committee
2013-2014**

Mr. Joe N. Hutton, Parent	Eutaw Primary School
Mrs. Elona Washington, Teacher	Eutaw Primary School
Ms. Sharon Jennings, Principal	Eutaw Primary School
Ms. Nancilia Lanier, Parent	Carver Middle School
Mrs. Annie Howard, Teacher	Carver Middle School
Mrs. Barbara Martin, Principal	Carver Middle School
Mrs. Jacqueline Edwards, Parent	Paramount Jr. High School
Mrs. Cheryl Morrow, Teacher	Paramount Jr. High School
Mr. Frederick Square, Principal	Paramount Jr. High School
Mrs. Wanda Carpenter, Parent	Greene County High School
Ms. Ruby Bell, Teacher	Greene County High School
Mr. Garry Rice, Principal	Greene County High School

Ms. Debra Waiters- Parent Involvement Facilitator

Mrs. Shirley Williams Ezell- Federal Program Coordinator

Dr. Emma Louie- Superintendent of Education

PART I. GENERAL EXPECTATIONS

The Greene County School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118 (b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118 (d) of the ESEA.
- The school district will incorporate this LEA parental involvement plan into its LEA plan developed under Section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities 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 ESEA in an understandable format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will 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 parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are include, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in Section 1118 the ESEA.*

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED LEA PARENTAL INVOLVEMENT PLAN COMPONENT

1. The Greene County School District will take the following actions to involve parents in the joint development of its LEA parental involvement plan under Section 1112 of the ESEA:
 - Soliciting committee memberships to meet and plan
 - Administering parent surveys (results will be used to implement the Parental Involvement Plan for the subsequent year)
 - Scheduling conference opportunities
 - Participating in annual evaluation
 - Title I Annual Meeting

2. The Greene County school District will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - Participating in annual evaluation
 - Each year, parents will be given an end-of-year evaluation to evaluate the parental involvement program.
 - Each school will compile survey results to share with the School wide Committee and parents of each participating school
 - Each school will provide a Parent Suggestion /Comment Box for addressing comments and /or suggestions for improvement. The Parent Involvement Facilitator will periodically check the Comment/Suggestion Box. The content will be used to

implement the Parental Involvement Plan for the subsequent year.

3. The Greene County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A Schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent Day activities
 - Provide assistance in developing a written School/Home Compact each year
 - Provide timely information about School-wide Programs and activities
 - Provide parents with their child's individual student assessment results, including an interpretation of such results
 - Provide a description and explanation of the curriculum, the forms of assessments use to measure student progress
 - The Greene County School System and the Children's Policy Council will utilized as a resource to help review, monitor and discuss parent involvement issues
 - The Children Policy Council in collaboration with the Greene County Board of Education will provide assistance in training parents to be effective volunteers

4. The Greene County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs by:
 - The school district does not have programs such as Head Start, Even Start, Reading First, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs however, the local educational agency will coordinate and integrate Title I services with other district educational services, including preschool programs and activities that provide for the successful transition of participants to elementary school programs. The district will work cooperatively with school-based early childhood programs and those agencies that provide services to children and families through collaborative efforts and activities.
 - Maintain ongoing communication with school-based preschool teachers
 - Provide for collaboration with service agencies that provide direct services to children and families.

- Coordinate and integrate parental involvement activities to better meet needs of preschool children and families.
 - Work cooperatively with preschool personnel to provide a smooth transition from pre-kindergarten to kindergarten.
 - Orientate workshops to provide information about kindergarten requirements
 - Provide opportunities for preschool children to visit kindergarten classrooms
 - Speech Pathologist/Preschool Intervention Specialist will work with children in the Head Start Program
 - Speech Language Services and Development Delay Services are provided for preschool children through the Early Intervention Program taught by the Speech Language Pathologist/Preschool Intervention Specialist. This preschool program provides a responsive, inclusive environment supporting the needs of all children and provides ways for each child to participate in all program activities.
 - This included adapting materials and equipment, maintaining accessibility of equipment and materials, assisting as necessary, sensitivity to parent expectations and providing activities, accommodations and strategies that permit children to develop socially, emotionally, physically, academically and participate in activities to their greatest potential. Counselors have conference calls or meetings regularly with the staff of the Department of Human resources (DHR) and a team meets with the Children's Policy Council to coordinate support for at risk students and families. Principals meet monthly with the district supervisors and staff to discuss relevant and timely issues relating to policy, curriculum, special education, and assessment. Teachers meet with parents of English Learners each year to identify needs and address concerns. The Homeless Liaison meets each Friday with parents and also provides workshops for our parents.
5. The Greene County School District to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Each year, parents will be given an end-of-year evaluation to evaluate the parental involvement program.
- Each school will compile survey results to share with the School wide Committee and parents of each participating school
- Each school will provide a Parent Suggestion /Comment Box for addressing comments and /or suggestions for improvement. The Parent Involvement Facilitator will periodically check the Comment/Suggestion Box. The content will be used to implement the Parental Involvement Plan for the subsequent year.
- Parental Involvement Programs are coordinated for all parents. Parents of EL students are invited to be involved in the parenting activities. ESL interpreters will be provided for conferences, meetings, etc. as needed. The district will use the SDE online program (TransAct) as an instrument to transfer documents in another language as requested. Also, the district will provide a translator to interpret documents and/or procedures, including classroom assignments for EL students and parents as needed to ensure that parents receive documents in the appropriate format.

1. The Greene County Board of Education will build the school's and parent's capacity for strong parental involvement, in order 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:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards,
 - the State's student academic achievement standards,

- the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
 - a. Purchase/publish brochures and booklets and distribute to parents
 - b. Provide sessions for parents to inform them on how to interpret their child's test results and provide the parents with a printed copy of the interpretation of the results
 - c. Parents assist in the development of the School/Home Compact each year
 - d. During PTA Meetings , ARMT + Celebration, etc. provide explanation of the curriculum and explain the assessment tools used to measure student progress
 - e. Provide a special program to celebrate students accomplishments
 - f. Provide Reading and Math strategies sessions during the day and the evening to accommodate parents
 - g. Assist in scheduling individual conferences between parents and teachers to explain concerns of student progress (Parenting Day, regular school day, etc)
- B. 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, by:
- Parenting sessions are provided that explains strategies for question students after reading (provide parents with lists of words to use during questions)
 - Assist teachers with assimilating student study packets to carry home during holidays.
 - Mathematics and Reading workshop session are provided for parents at flexible times to be accommodating
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupils services personnel, principals and other staff, in how to reach out to, communicate with, 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 schools by:

- Providing activity sessions (Back-to-School Rally, Open House, State-wide Parenting Day, PTA Meetings, Parents-Go-Back-To-School, Volunteer Orientation, etc.) where a variety of topics will be discussed
- Provide Reading, Mathematics and testing workshops to inform and teach parents curriculum content

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even start, Home Instruction Programs for Preschool Youngster, the Parents as Teachers Program, and public preschool and other 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:

- The school district does not have programs such as Head Start, Even Start, Reading First, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs however, the local educational agency will coordinate and integrate Title I services with other district educational services, including preschool programs and activities that provide for the successful transition of students to elementary school programs. The district will work cooperatively with school-based early childhood programs and those agencies that provide services to children and families through collaborative efforts and activities.
- Maintain ongoing communication with school-based preschool teachers
- Provide for collaboration with service agencies that provide direct services to children and families.
- Coordinate and integrate parental involvement activities to better meet needs of preschool children and families.
- Work cooperatively with preschool personnel to provide a smooth transition from pre-kindergarten to kindergarten.
- Orientate workshops to provide information about kindergarten requirements

- Provide opportunities for preschool children to visit kindergarten classrooms
 - Speech Pathologist/Preschool Intervention Specialist will work with children in the Head Start Program
 - Speech Language Services and Development Delay Services are provided for preschool children through the Early Intervention Program taught by the Speech Language Pathologist/Preschool Intervention Specialist. This preschool program provides a responsive, inclusive environment supporting the needs of all children and provides ways for each child to participate in all program activities.
 - This included adapting materials and equipment, maintaining accessibility of equipment and materials, assisting as necessary, sensitivity to parent expectations and providing activities, accommodations and strategies that permit children to develop socially, emotionally, physically, academically and participate in activities to their greatest potential. Counselors have conference calls or meetings regularly with the staff of the Department of Human resources (DHR) and a team meets with the Children's Policy Council to coordinate support for at risk students and families. Principals meet monthly with the district supervisors and staff to discuss relevant and timely issues relating to policy, curriculum, special education, and assessment. Teachers meet with parents of English Learners each year to identify needs and address concerns. The Homeless Liaison meets each Friday with parents and also provides workshops for our parents.
- E. The school district will take the following actions to 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:
- Parental Involvement Programs are coordinated for all parents. Parents of EL students are invited to be involved in the parenting activities. ESL interpreters will be provided for conferences, meetings, etc. as needed. The district will

use the SDE online program (TransAct) as an instrument to transfer documents in another language as requested. Also, the district will provide a translator to interpret documents and/or procedures, including classroom assignments for EL students and parents as needed to ensure that parents receive documents in the appropriate format.

PART III. DISCRETIONARY LEA PARENTAL INVOLVEMENT PLAN COMPONENTS

NOTE: The LEA Parental Involvement plan may include additional paragraphs listing and describing other discretionary activities that school district, in consultation with its parents. Chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonable sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;

- developing appropriate roles for community-based organizations and business, including faith-based organizations, in parental involvement activities; and Section 1118 as parents may request.

There are not any additional statements.

ADOPTION

This Parental Policy/Plan has been developed jointly with, and agreed upon, with parents of children participating in Title I, Part A programs, as evidenced by the following signatures of the Title I Advisory Committee members:

Mr. Joe N. Hutton, Parent, Eutaw Primary School	<i>Joe N. Hutton</i>
Mrs. Elona Washington, Teacher, Eutaw Primary School	<i>Elona Washington</i>
Ms. Sharon Jennings, Principal, Eutaw Primary School	<i>Sharon Jennings</i>
Ms. Nancilia Lanier, Parent, Carver Middle School	<i>Nancilia Lanier</i>
Mrs. Annie Howard, Teacher, Carver Middle School	<i>Annie Howard</i>
Mrs. Barbara Martin, Principal, Carver Middle School	<i>Barbara Martin</i>
Mrs. Jacqueline Edwards, Parent, Paramount Jr. High School	<i>Jacqueline Edwards</i>
Ms. Cheryl Morrow, Teacher, Paramount Jr. High School	<i>Cheryl Morrow</i>
Mr. Frederick Square, Principal, Paramount Jr. High School	<i>Frederick Square</i>
Mrs. Wanda Carpenter, Parent, Greene County High School	<i>Wanda Carpenter</i>
Ms. Ruby Bell, Teacher, Greene County High School	<i>Ruby Bell</i>
Mr. Garry Rice, Principal, Greene County High School	<i>Garry B. Rice</i>

Emma Loui

PLAN APPROVED BY

10-21-13

APPROVAL DATE

PART IV. APPROVAL

This LEA Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signature document which is part of the plan. The school district will distribute this plan to all parents of participating Title I, Part A children on or before November 25, 2013.



PLAN APPROVED BY

10-21-13

DATE OF APPROVAL