

Sallie B. Howard School for the Arts & Education

Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

The Sallie B. Howard School for the Arts agrees to implement the following ESSA statutory requirements:

- The school will put into operation programs, activities and procedures for the implementation of the parent and family engagement policies. Those programs, activities and procedures will be planned and operated with meaningful consultation from parents of participating children.
- The school will work to ensure that the required school-level parent and family engagement policies meet the requirements, accompanied by a school-parent compact.
- The school will incorporate this parent and family engagement policy into its school-wide plan.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory children, including providing information and required school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If, after parent review, this plan for Title I, Part A, is not satisfactory to the parents and families of participating children, the school will submit any parent comments with the plan when the school submits the plan to the State Department of Education.
- The school will involve the parents and families 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, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.
- The school will 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:
- *The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;*
- *Ways in which parents and families will be responsible for supporting their children's learning (e.g., monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; or positive use of extracurricular time); and*
- *The importance of communication between teachers and parents and families on an ongoing basis through, at a minimum: o Parent/family-teacher conferences to discuss the compact; o Frequent reports to parents and family on their child's progress; and o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.*

PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The **Sallie B. Howard School** will take the following actions to engage parents and families in the joint development of its school-wide parental involvement plan:
 - Invite parent leaders to attend meetings during this process and actively seek feedback and input from them on the subject

2. The **Sallie B. Howard School** will take the following actions to engage parents and families in the process of school review and improvement:
 - Facilitate the establishment of an independent Parent-Teacher Organization and report periodically
 - Establish a parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
 - Conduct town hall meetings at least quarterly to solicit feedback and comments on school plans and to hear parent concerns, suggestions, and questions.

3. The **Sallie B. Howard School** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
 - Person to serve as parent outreach coordinator
 - Any technical assistance, such as use of technical equipment and directions for use of such will be provided.

4. The **Sallie B. Howard School** will take the following actions to conduct, with the involvement of parents and families an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of the school. The evaluation will include identifying barriers to greater parent and family engagement 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 results of this parent and family engagement policy evaluation will be used to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

Evaluation of this parent and family engagement policy will take place annually during Family Night, PTO sessions and/or via newsletter to ensure the greatest parental participation. Executive director and Parent Outreach Coordinator will be responsible for conducting evaluation. Parent Council will be consulted in the formulation of evaluation. Howard parents will provide feedback via the evaluation.

1. The **Sallie B. Howard School** will build the school's and parent's capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. We will provide assistance to parents of children served by the 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.

Activities might include but are not limited to: 1) Workshops such as “Self-Esteem and Student Achievement, Home Study Skills, Language Development, Knowledge is Power, Effective Parent/Teacher Conferences, Managing Behavior and Discipline, and NCSCOS: A Closer Look.”

- B. The school will provide materials and training to help parents and families 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:
- providing necessary literacy training for parents and families from Title I, Part A funds, if we have exhausted all other available funding sources for that training;
 - providing technology classes
 - providing other workshops/trainings that will empower parents and families to help their children
- C. The school 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 and families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents and families can understand:
- *Letters sent home*
 - *Flyers*
 - *Newsletters*
 - *Phone calls*
 - *Emails*
 - *Website*

PART III. DISCRETIONARY PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

NOTE: The school-wide Parent AND Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ and family capacity for involvement in the school to support their children’s academic achievement, such as the following discretionary activities:

- training parents to enhance the involvement of other parents;
- 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 parent and family involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities as parents may request.

PART IV. ADOPTION

The original Parent Involvement Policy was developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent Advisory Council meeting on 10/10/07. The current policy was revised under the ESSA Act as Parent and Family Engagement Policy as of January 2018. The school will distribute this policy to all parents of SBHS children at the beginning of every school year.

JoAnne Woodard
(Signature of Authorized Official)

January 2018

Revised January 2018