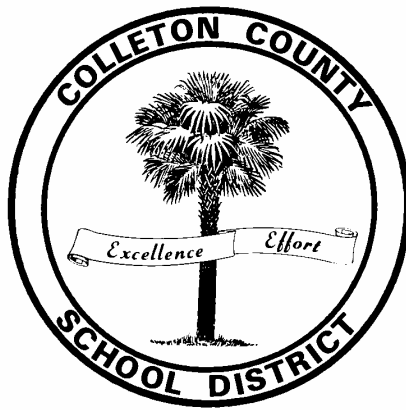


COLLETON COUNTY SCHOOL DISTRICT



Title One Parent Involvement Handbook

2010-2011

What is Title I? How can it help my child?

Title I is the name for a government program that gives additional money to qualifying schools. These schools use Title I money to give extra help to students who need it. In the Colleton County School District (CCSD), students are eligible to receive Title I help in grades K-8.

Sometimes children need assistance to meet the high standards South Carolina has set for all children. This includes children who:

- Have trouble reading
- Read below their grade level
- Have trouble understanding what they read
- Have difficulty with math

What help does Title I provide?

Either you or your child's teacher might notice that your child needs extra help in one or more academic areas. Extra help includes:

- Additional teachers and assistants to work with very small groups or one-on one
- Additional training for staff
- Tutoring for eligible students
- Smaller classes
- Information and workshops for parents

How are Title I schools selected?

Selection is based on the free and reduced lunch count at each school. The district gives priority to those schools with the highest percentage of students with free or reduced lunch status. CCSD's Title I program currently funds 1 early childhood center, 5 elementary schools and 3 middle schools.

How is Title I funding used?

School decisions on how funds are used are made on the school level in consultation with faculty, parents, community and the school's leadership committee. Title I can only supplement a school's program; it cannot replace those activities currently funded by the district.

How can I help Title I succeed?

Parental involvement is one of the most important elements for Title I success. The mission of the Title I Parental Involvement Program is to promote and encourage parents to become involved in all facets of their children's education and to support Colleton County School District's mission to meet or exceed state academic standards for all students in preparation to become productive citizens.

As a parent, you are part of the Title I team. You may help your child succeed by:

- Working with your child at home
- Working at the school as a teacher's assistant or volunteer

CCSD's Title I program also needs your input to:

- Determine program goals
- Plan and carry out programs
- Evaluate programs

Title I meetings are a great time to learn more about Title I, give input and connect with other parents, teachers and administrators. Contact your school to find out when the school's annual Title I meeting and the Parent Advisory Committee meetings will be held.

PTO Meetings are also a great place to gain information and to contribute as a member of the Title I team!

How can I help my child?

You know your child best. It's up to you to:

- Share information about your child's interests and abilities with teachers.
- Update your child's teacher and school about changes at home or in your child's health.
- Notice whether your child's needs are being met in school.
- Learn about the Title I program and what it has to offer your child.
- Monitor your child's progress by reviewing tests, report cards, and other assessments. Ask teachers for more information on his or her progress toward grade level goals.
- Ask to see progress reports on your child's school to make sure it is reaching goals for improvement.
- Speak up if you have concerns or notice any problems. Please don't criticize the school, teachers, or principal in front of your child.

Here are some helpful hints about how you and CCSD can work together to create a successful learning environment for your child.

Know your child's school

- Read newsletters and notices.
- Get to know your child's teachers.
- Attend parent-teacher conferences.
- Request additional meetings with the classroom teacher if you need them.
- Attend school events such as open houses, family activity nights, science fairs,

- concerts and plays, and the parent program, UPLIFT (for more information see page 5).
- Visit the classroom during the day. Call to make arrangements in advance.
- Be a part of the school Parent-Teacher Organization (PTO). Attend meetings if possible.

Share life-long learning experiences

- Let your child see you read newspapers, magazines or books.
- Visit your public library together. Help your child pick out books to read just for fun.
- Limit TV time and computer games to 1 or 2 hours a day.

Show interest in your child's education

- Show an interest in your child's school day. Go through your child's backpack every day. Ask questions and be specific about what the class is studying.
- Ask to see schoolwork, art projects, etc. Don't criticize the work or compare it to another child's - just show your interest. Talk about school in a positive way.
- Praise effort and improvement - no matter how small it may seem to you. Don't focus on grades too much.

Build good study habits

- Agree on a time for homework. If your child has no homework on a given day, have him or her use the time to review or read for pleasure.
- Arrange a quiet place for study that provides:
 - A large, clear work surface (the kitchen or dining table is good)
 - A comfortable chair
 - Plenty of light
 - Materials needed such as pencils, crayons, ruler, dictionary
- Be ready to help, but don't do the work yourself. Be patient. A child may make the same mistake many times before he or she catches on.
- Show respect for study by not watching TV or talking with friends while your child is working.
- Allow breaks for phone calls, snacks or just moving around. Suggest your child divide homework into sections, and take a break between each one.

Keep in mind...

You influence your child's education more than any teacher or school. Your positive involvement can boost your child's achievement! By taking an active role in Title I, you'll show your child:

- How important he or she is to you
- How important education is to you
- That you and the school are a team

Parent involvement pays off...

Decades of research show that when parents are involved in their children's education, students have:

- Higher grades, test scores and graduation rates
- Better school attendance
- Increased motivation and better self-esteem

- Lower rates of suspension
- Decreased drug and alcohol use
- Fewer instances of violent behavior
- A greater chance of going on to college and other secondary education

What are resources available to me as a parent?

Each Title I school has a parent resource center that provides parents the opportunity to access information, programs, activities and other resources that will enable them to become more effective and knowledgeable with federal, state and local programs and mandates. The goal of the Title I Parent Resource Centers are to bring the home and school together by providing parents with a variety of materials, equipment (laptops, software, etc.) and information that will be useful in helping their children achieve academic success.

Please contact your school's Parent Facilitator to get more information about the Parent Resource Center.

UPLIFT (Uniting Parents to Lead, Inspire, Foster and Teach) Children of the 21st Century

UPLIFT is a parent involvement effort led by Colleton County School District's Title One Office. This effort offers free workshops throughout the year and various resources in hopes of helping parents and community members learn what they can do to support their child's academic success.

For the list of classes and schedule, please visit <http://ccsduplift.weebly.com/index.html>

You can register for each month's event at <http://ccsduplift.weebly.com/registration.html>

If you have any further questions, please contact your school's Parent Facilitator or the District Parent Involvement Coordinator.

For More Information: Resource List

What or Who

Parent-School Compact

How it can help you

This document is in the Appendix. It states the goals and responsibilities of both parents and schools to achieve a quality education for students.

Parental Involvement Policy

This document is in the Appendix. It helps parents understand and take part in the school's efforts.

Parent Facilitator

The parent facilitator at Title I school has resources available to help parents through various circumstances. The parent facilitator also has laptops that can be loaned out to parents to help their children at home.

Classroom and Title I teachers,
School counselors and aides

School staff can answer your questions and discuss concerns about your child's needs.

Principal

The building principal can provide information about programs, rules, and staffing at your child's school. In non-public schools, the principal can provide information concerning the Targeted Assistance Program in their building.

Superintendent's office

This office can answer questions about CCSD school board policies and budgets.

District Federal Programs
Director, Cathy Turner

The District Federal Programs Director directs the local Title I programs and can answer any questions you may have regarding Title I programs.

APPENDIX A

SECTION 1118. PARENTAL INVOLVEMENT

THE LAW

(a) **LOCAL EDUCATIONAL AGENCY POLICY-**

(1) **IN GENERAL-** A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) **WRITTEN POLICY-** Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying 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), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

For more information concerning Section 1118 of the Parent Involvement Law, please visit the following website: www.ed.gov

SCHOOL POLICY

(b) **SCHOOL PARENTAL INVOLVEMENT POLICY-**

(1) **IN GENERAL-** Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) **SPECIAL RULE-** If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) **AMENDMENT-** If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) **PARENTAL COMMENTS-** If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) **POLICY INVOLVEMENT-** Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) 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.

For more information concerning Section 1118 of the Parent Involvement Law, please visit the following website: www.sc.ed.gov

APPENDIX B
COLLETON COUNTY SCHOOL DISTRICT
SCHOOL-PARENT COMPACT 2010-2011

It is the mission of Colleton County School District, in partnership with parents and community, to empower each child to achieve his/her fullest potential to become a lifelong learner and responsible citizen. Colleton County School District and the parents of students participating in activities, services, and programs funded by Title I agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement.

As a school district, Colleton County School District, will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's Academic Achievement Standards.
- Hold parent-teacher conferences.
- Inform parents in writing (other than interims/report cards) of their child's academic progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and/or observe in their child's classroom.
- Involve parents in the planning, review and improvement of the school's parental involvement policy.
- Involve parents in the joint development of any schoolwide program plan.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs
- Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
- Provide to parents information concerning Title I, Part A programs that includes a description and explanation of the school's curriculum, how academic assessment is used to measure a student's progress and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings to formulate suggestions and participate in decisions concerning the education of their children.
- Provide each parent an individual student report on their child's performance on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

As a teacher, I _____, will strive to:

- Believe that each child can learn
- Respect and value the uniqueness of each child and his or her family
- Provide an environment that promotes active learning
- Assist each child in achieving the essential academic learning requirements
- Frequently document each child's academic progress and share this information with parents either at parent conferences or as necessary
- Be available and maintain open lines of communication with students and parents
- Seek ways to involve parents in the school program
- Demonstrate professional behavior and a positive attitude

As a family member, I _____, will strive to:

- Believe my child can learn
- Show respect and support for my child, the staff, and the school
- Ensure that my child attends school regularly and is on time
- Provide a quiet place for my child to study at home
- Encourage my child to complete all homework assignments
- Attend parent teacher conferences
- Support the school in developing positive behaviors in my child
- Talk with my child about his/her school activities and stay aware of what my child is learning
- Encourage my child to read at home and apply all their learning to daily life

As a student, I _____, will strive to:

- Believe that I can learn
- Show respect for myself, my school, my family and other people
- Always try to do my best in my work and my behavior
- Work cooperatively with students and staff
- Obey the rules in the classroom and throughout the school
- Come to school prepared with my homework and supplies
- Accept responsibility for my own actions
- Talk with my family about what I am learning in school, my interests and my plans for the future
- Ask for help from my family or teachers when I need it

APPENDIX C

Parent Involvement Policy

Descriptor Term: <p style="text-align: center;">PARENT INVOLVEMENT IN EDUCATION</p>	Descriptor Code: <p style="text-align: center;">KAB</p>	Issued Date:
	Rescinds: 	Issued:
<p>Purpose: To establish the board’s vision for the involvement of parents and families in the education of their children.</p> <p>The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations and government entities by working together in a collaborative effort.</p> <p>The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.</p> <p>Therefore, the board commits to the following.</p> <ul style="list-style-type: none"> • Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents and families in supporting classroom learning. • Providing support and coordination for staff and parents and families to make family involvement in education a priority. • Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school. • Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff and community representatives in school governance and decision making at the local and statewide level. • Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole and the community at large. <p>Parent involvement (2000 Parent Involvement in Their Children’s Education Act)</p> <p><i>Responsibilities of board</i></p> <p>In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings, and emphasize parent/school partnerships to assure a child’s academic success, the board will do the following.</p> <ul style="list-style-type: none"> • Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models. 		

- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development.
- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following.

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents, and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Parent involvement (No Child Left Behind Act of 2001)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and Limited English Proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following.

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including the following.
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents/families to use together with their children

- keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following.
 - Provide input into district policies.
 - Volunteer time within the classrooms and school programs.
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- If practicable, provide information in a language understandable to parents.

Title I parent involvement

The board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and state department of education guidelines, the district will meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district's schools participating in the Title I program meet annually. Parents of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. In cooperation with parents, the district's policy, plan and compact will be reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficient (LEP) parent involvement

Pursuant to federal law, parents of LEP students will be provide notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

South Carolina Education and Economic Development Act (EEDA)

Parental participation is an integral component of the clusters of study system mandated by the EEDA.

Beginning with students in the sixth grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents/legal guardians or individuals appointed by the parents/legal guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but not be limited to, the following.

- assisting the student in identifying career interests and goals
- selecting a cluster of study and an academic focus
- developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained and made available for conferences upon the request of the parent/legal guardian or the student.

The district will provide guidance and counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KBB

Legal references:

A. Federal law:

1. No Child Left Behind Act of 2001, P.L. 107-110 - Sections 1111- 1120B.

B. S.C. Code of Laws, 1976 as amended:

1. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
2. Section 59-139-90 - Strategic plans to include stated goals and objectives for parent involvement.
3. Section 59-59-160 - South Carolina Education and Economic Development Act; parental participation, annual parent counseling conferences.

C. State Board of Education Regulations:

1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.
2. R43-234 - Defined program, grades 9-12.

D. South Carolina State Department of Education:

1. South Carolina Education and Economic Development Act Guidelines (2006).