

Washington County Public Schools
2021-2022
Title I
District Parent Involvement Plan

Part I: WCPS Parent-Family Community Involvement Policy

PARENT-FAMILY-COMMUNITY ENGAGEMENT *TITLE I Section 1116 (a)(1)(2)*

The Washington County Public School System, in its effort to provide quality education for all students, seeks a full partnership with the parents, family members, and the community. The Washington County Public School System recognizes that parents, family members, and communities need a full understanding of the educational opportunities for children and that schools need maximum involvement of parents, family members, and communities in the school improvement process.

Meaningful parent and family engagement enhances the academic and social development of students.

Definitions

The following definitions provide further understanding of vital Washington County Public School partners:

- Parent – the adult(s) responsible for the direct care of the child, i.e. biological parent(s), custodial parent(s), guardians, foster parent(s).
- Family – the people directly involved with the well-being of the child, i.e. brother(s), sister(s), aunt(s), uncle(s), grandparent(s).
- Community – all other people involved in supporting the child, i.e. neighbors, school, businesses, etc.
- Parent Involvement – any action or behavior, which directly or indirectly enhances or encourages a child’s education, i.e. providing breakfast for the child prior to going to school, reviewing homework with the child each night, being active in a PTA/PTO, communicating often with teachers, serving on committees, attending school functions, etc.

Goals

In partnership for student success and achievement, Washington County Public Schools will work toward the following goals, developed based on the National and Maryland P.T.A. Standards and Dr. Joyce Epstein’s Six Types of Parent Involvement:

- COMMUNICATION – Schools and family will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.
- PARENTING – Schools and community will work together to support families’ parenting skills and developmental activities that prepare young children for school and promote ongoing achievement.
- STUDENT LEARNING – Parents, families, and community members will receive information and training to support academic achievement in the home and outside of the school setting, by reading with children, helping them with assignments, and engaging them in educational activities.
- VOLUNTEERING – Parents, families, and community members will be encouraged to volunteer in efforts to improve schools and support students.
- DECISION MAKING - Parents, families, schools, and community members will collaborate as appropriate, on educational decisions that affect children, families, and school improvement.
- COLLABORATION –The Washington County Public School System, community organizations, agencies, and businesses will collaborate effectively and efficiently to strengthen schools, families, and student learning.

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Title I Schools

To provide parents of students in Title I Schools with opportunities to provide input to the school, each school will:

- Convene an annual meeting to explain the Title I program and to inform parents of their right to be involved in the program;
- In an effort to address participation barriers, involve parents in the planning, review, improvement and annual evaluation of the school's Title I program, as appropriate;
- Provide information about the Title I program sent home to parents through Title I folders, posted on school websites and available through the School Family Liaison, as well as information to describe curricula, student assessments, and proficiency levels to support and provide an understanding of student learning and promote parent/teacher engagement;
- Provide parents with the opportunity to evaluate the school's Title I Plan and Compact, and submit feedback on how funds will be used to support parent involvement activities;
- Offer a flexible number of meetings, and may use Title I funds to pay related expenses, such as child care, transportation, or home visits to ensure that parents have multiple opportunities to engage in their child's education. *Section 1116 (a)(2)(D)(E).*

Part II: WCPS Title I Office will plan and support parental involvement programs

1. WCPS will involve parents in jointly developing the plan through their participation in an annual Title I Parent Involvement meeting at the county level. School-Family Liaisons at each school will provide fliers, brochures, and invitations to parents and community members in Title I school districts to inform and invite them to participate in the joint planning meeting to support the development of the WCPS Master Plan (Title I district-wide Parent Involvement Plan). The meeting will be held at a central location and transportation will be provided, as needed, for parents, to assure their participation. During this meeting parents, in conjunction with school teams, will be given opportunity to review and revise District and School Level Plans and Compacts and involvement in decision-making regarding the reservation of funds reserved for parent involvement activities. *Section 1116 (a)(2)(A) Section 1116(a)(3)(A)*
2. The WCPS Title I Supervisor will provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance. *Section 1116(a)(2)(B)*
Activities/initiatives will include the following:
 - √ Collaborative establishment of expectations and objectives for meaningful parent involvement
 - √ Quarterly County meetings for School-Family Liaison at each participating Title I school at central location
 - √ Quarterly school communications (at a minimum) with each Title I school and/or time designated to meet with principal and/or School-Family Liaison.
 - √ Development of coordinated yearly calendar of training/technical assistance for parents and staff at each school and at the county level.
 - √ End of year county-wide training workshop for parents to plan for next year activities.
 - √ Spring training/workshop for Title I school teams and including parents to review and evaluate the school and district level parent involvement policy/plan and revise for next

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year based on accomplishments, needs, etc., in order to plan and implement effective evidenced-based parent involvement strategies to improve student achievement and school performance.

3. WCPS Title I program will build school and parent capacity for strong parent involvement. *Section 1116(a)(2)(B), Section 1116 (e)(1)*
- A. Assistance to parents in understanding Maryland’s Common Core State Standards and student achievement standards, state, and local academic assessments, requirements of Title I, and how to monitor a child’s progress and work with educators to improve student achievement will be provided as follows:
- √ Distribution of curricula requirements and school-level training for parents to understand content requirements and skills. *Section 1116 (e)(2)*
 - √ Parent access and training for ParentVUE, an on-line data management system for student information.
 - √ County-wide parent assistance with individual student report card access on ParentVUE.
 - √ Distribution of county-wide parent handbook which explains grade-level expectations, responsibilities, parent conferencing information, description of county parent groups and participation.
 - √ Training and information for parents relative to extended learning opportunities and summer school.
 - √ WCPS will coordinate parent and family engagement strategies with other Federal, State, and local programs such as Head Start and The Judy Center, as appropriate to support transition efforts into Title I schools. *Section 1116(a)(2)(C) and (e)(4)*
- B. Provide materials and technical training to Title I Schools to help parents work with their children to improve achievement will include:
- √ Monthly newsletters to all parents.
 - √ Regular (at least 4 times per year) school-based training for parents’ relative to math, reading, technology, science, social studies.
 - √ Input from parents regarding curriculum-related field trips and opportunities for parents to participate in curriculum-related student field trips.
 - √ Annual Title I parent interest survey to help support development of materials and training to support parental involvement and student achievement.
 - √ County public information sessions and training for parents relative to magnet programs and enrichment programs.
 - √ Quarterly School-Family Liaison training, focused on county reading, math, and related content areas.
 - √ Distribution of community services handbook that delineates services and process for accessing services.
 - √ Evening meetings to understand assessments, school programs, etc.
- C. With parental assistance, WCPS Title I program will educate instructional staff in the value and utility of contributions of parents, 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 school as follows:

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- √ School-Family Liaison at each Title I school will develop a core group of parents (minimum 2-3) to review Title I program and make suggestions for increased parental involvement.
- √ Opportunity for parents to participate on School Improvement Teams as a Representative.
- √ Parent participation on targeted committees that support student achievement will be provided.
- √ Master Plan parental input will be included in the plan.
- √ Professional development for staff, such as Teaching with Poverty in Mind by Eric Jenson and others, that focuses on working with parents and students who are living in poverty will be provided.
- √ PTA/PTO involvement will be encouraged and supported.
- √ Professional development for teachers and staff that will focus on conferencing with parents, confidentiality, IEP process, referral process for special needs, differentiation to meet student needs, conducting home visits, encouraging volunteers, etc., will be offered.
- √ Parent compacts will be developed at each Title I school. **Section 1116 (e)(3)**

D. WCPS Title I Program will coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children as follows:

- √ Upon enrollment English learners and their families will be referred to the International Welcome Center for assistance with paperwork completion and resource support.
- √ District level resources are available via the WPCS iParent Portal that include support with Distance Learning, Curriculum Understanding and Technology.
- √ Title I supervisor will coordinate activities with Judy Center and participate on Judy Center Advisory Committee.
- √ WCPS's early childhood supervisor and content specialists will provide curriculum information and support alignment of curriculum.
- √ Information for "Partners in Literacy" reading day event will be provided to all Title I schools, including public preschool programs, Head Start centers, and child care programs through involvement of Early Childhood supervisor with WC Public Library.
- √ Head Start transition meeting for parents and staff of students transitioning to public Kindergarten will be provided at Head Start Centers/Elementary Schools in the spring each year (Early Childhood Supervisor).

E. WCPS Title I program will provide written communication, to the extent possible, in a language and format that they can understand. **Section 1116 (e)(5)** In addition, families may receive communication support through:

- √ Fliers in languages other than English
- √ Translators
- √ School calendars in languages, other than English
- √ Connect 5 (communication for all schools/parents)
- √ Telephone translator
- √ Channel 99
- √ County/school handbooks

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- F. WCPS Title I program will provide other reasonable support for parental involvement activities as parents may request. *Section 1116 (e)(14)* These will include but not be limited to:
- √ Materials/models for parent involvement
 - √ Transportation
 - √ Child Care
 - √ Varied meeting times/locations
 - √ Accommodations for parents with disabilities, with limited English proficiency and parents of migratory children.