HANCOCK COUNTY SCHOOLS PARENT ENGAGEMENT POLICY

PART I. GENERAL EXPECTATIONS [Section J 1116(a)(2), ESEA.]

The school agrees to implement the following statutory requirements as part of its Parental Engagement Policy:

- The school will operate programs, activities, and procedures for the engagement of parents in its Title I, Part A program, consistent with section 1116 of the Elementary and Secondary Education Act (ESEA). The program, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will work with the Local Educational Agency (LEA) to ensure that this required school-level parental engagement policy meets the requirements of section 1116(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1116(d) of the ESEA.

- The school will incorporate this parental engagement policy into its school plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parental engagement requirements, to the extent practicable, the school 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 and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the school plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when it is submitted to the State Department of Education.

- The school 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 engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The school will be governed by the following statutory definition of parental engagement, and will carry out programs, activities and procedures in accordance with this definition:

  Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
  1) that parents play an integral role in assisting their child's learning;
  2) that parents are encouraged to be actively involved in their child's education at school;
  3) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
  4) the carrying out of other activities, such as those described in section 1116 of the ESEA.

The school 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: The school will 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 engagement. Through the use of LiveGrades, parents will have the opportunity to use this technology as an additional way to keep them updated on their children's academic progress. In addition, the Title I teachers, through the Family Literacy Action Group (FLAG), will work with parents during the school year. The teachers will assist/instruct parents on varying methods to help children and provide educational materials. The school will, with the assistance of its parents, educate its teachers, central office 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.

Through presentations during in-service days and/or staff meetings/LSIC meetings, Title I teachers will present a program to the school staff on varying methods of building partnerships between home and school.

The schools will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with county collaborative 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.

Pre-K to kindergarten transition programs will be presented at school. Parents of all Pre-K students will be invited to attend. Hancock County preschool collaborative programs will be invited to FLAG parental engagement activities when appropriate.

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 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.

Through the use of Google translator, correspondence to parents of EL students will be sent home in English and in their native language. Parents of EL students will also be invited to all FLAG meetings held throughout the year. In addition, Title I staff will endeavor to keep correspondence with Title I parents clear and educational-jargon-free. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center (PIRC) in Morgantown, West Virginia. (304)296-1655.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED PARENTAL ENGAGEMENT POLICY COMPONENTS

- The school will take the following actions to involve parents in the joint development of its parental engagement plan under section 1112 of the ESEA: • Survey Title I parents in the fall and spring to gather data and opinions. • Form an Advisory Committee of parents who showed an interest by responding to a survey question. • Consider comments on the parents' evaluation of F.L.A.G. meetings.

- The school will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: • Through input of the LSIC, Staff meetings, conferences and F.L.A.G. meetings, school achievement information will be shared with the

individuals/groups. Strengths and weaknesses will be addressed as well as ideas shared on ways to implement improvement steps.

- The school will coordinate and integrate parental engagement strategies in Part A with parental engagement strategies in our preschool collaborative programs.

- Invite pre-kindergarten children and their parents to one appropriate program to help them transition to our school.

The school will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parental engagement policy in improving the quality of the school. The evaluation will include identifying barriers to greater participation by parents in parental engagement 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 will use the findings of the evaluation about its parental engagement policy and activities to design strategies for more effective parental engagement, and to revise, if necessary (and with the engagement of parents) its parental engagement policy.

In early Fall, an opinion survey will be conducted among parents of Title I students. Parents interested in participating as members of the advisory committee will discuss this policy and survey results. Revisions will be considered that will assist more parents to become positively involved in their children's education. The most senior Title I teacher in the school will be responsible for compiling the information for the PEA Parent Engagement Coordinator and the Title I Director. An end-of-the-year survey will provide further evaluation.

The school will build the school's and parent's capacity for strong parental engagement, in order to ensure effective engagement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

PART III: DISCRETIONARY PARENTAL ENGAGEMENT POLICY COMPONENTS H1116(e) of the ESEA

FLAG PROGRAM

FLAG (Family Literacy Action Group) is a vital component of Hancock County School's parent engagement program. FLAG programs focus on providing parents with information on child development and child rearing. These programs will also provide practical strategies parents can apply at home to better help their children with reading and math skills.

The FLAG program consists of four evening parent sessions. At least one of these four meetings is countywide. The first of these will be in the beginning of the year "Kick-Off meeting". This meeting will introduce parents to our county's Title I program. In addition, individual schools will provide parents with packets containing pertinent information about the Title program (including parent surveys, tutoring opportunities, summer school, etc.) in that school. The countywide meeting will be held in the spring. During the school year, two more meetings will be held locally, each stressing FLAG's focus components. Parent Survey results will be reviewed and utilized to plan FLAG programs.

The Hancock County Title I staff will coordinate and join talents in designing and implementing the FLAG program with special attention given to parent concerns and suggestions. Meeting format will generally include activities and grouping that involves parents, children, and parents working with their children. Outside presenters may also be included.

The following students/families will be included in our FLAG programs:
Title 1 students in K-4

- Title I tutored students in grade K- 4
- Title I private/parochial students
- Final meeting—Collaborative preschool students registered in kindergarten for the coming Fall.

PART IV. ADOPTION

The Hancock County Schools Parental Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the agenda, notes, and signatures from the collaborative meeting.

This policy was adopted by Hancock County Schools on 3/18/26 and will be in effect for a period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30 of this year.

Erica Sauer

Erica Sauer, Director Title I

3/18/26

Date