

Cleveland City Schools

Family Engagement Plan

Cleveland City Schools will provide technical assistance and support for effective family engagement. The system will provide clearly articulated goals (components) for family engagement. These components are:

A. Involve parents in jointly developing the LEA’s local plan and in the process of school review and improvement

- The district will provide guidance for school teams in the development of the school plan for family involvement.
- All school sites will be required to develop a building level Family Engagement Plan with the help of community and school stakeholders. This plan will be reviewed annually in the Spring.
- The Parental and Family Involvement Policy (4.502) will be reviewed annually in June by the Board of Education.

B. Provide coordination, technical assistance, and other support to schools in planning/implementing effective parental involvement activities to improve student academic achievement and school performance

- Each school will be encouraged to schedule meetings at varied times—during the day, the afternoon, or at night—and the times of these meetings will be adequately publicized.
- The school representatives responsible for parent involvement will meet regularly to share ideas and activities that are most effective in assisting parents to help their children achieve success
- Parent representatives will share information received with other parents by e-mail or other means of communication.

C. Building the schools’ and parents’ capacity for strong parental involvement

- The district will include parents in planning district-wide goals.
- All schools will involve stakeholders including parents on School Improvement Planning (SIP) teams.
- Parent advisory groups and educators will study results of all evaluative tools and surveys to determine the effectiveness of parental activities.

C1 Provide assistance to parents in understanding topics such as the State’s academic content standards, State student academic achievement standards, State and local academic assessments, requirements of ESSA (parental and family involvement), how to monitor a child’s progress and work with educators to improve student achievement

- Each local school will provide parents with information about the state standards and assessments and assist them with checking their children's progress.
- Student progress reports will be sent to families as stated in Board Policy 4.601.

C2 Provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology to foster parental involvement

- Each school will invite parents to participate in workshops for literacy and math activities and technology use.

C3 Educate staff with the assistance of parents in the value and contributions of parents, and in working with parents—how to reach out to communicate with and work with as equal partners, implement and coordinate parent programs, build ties between parents and the school

- Each school principal and parent coordinator will help teachers to work with parents to ensure children make steady progress toward success.
- The district calendar will reflect the scheduling of parent-teacher conferences twice per year.
- Career day activities at each school if applicable will emphasize the work that parents and community persons do both for the school and the city at large.

C4 Ensure school related information on programs, meetings, and other activities is sent to parents in a format and in a language the parents understand to the extent feasible

- Each school and the district as a whole will share information in a format and language so that all parents can understand.
- The district and school websites will periodically provide parenting tips, calendar events, important school announcements, and information regarding effective classroom strategies and techniques.

C5 Provide other reasonable support for parent involvement activities per parent request (i.e. transportation, childcare)

- Annual reports will be provided for each school and at the district level.

- The district will provide a mass notification system for each school to provide important information about their child’s education. Messages will be delivered in English and Spanish when necessary.
- The district will provide a high quality district website. This website will include parent rights and responsibilities as they pertain to their child. The website will also include contact information for the Board of Education and each school site.

D. Coordinate and integrate Title IA parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, State-run preschool programs, transition programs from K through 12 and beyond, and Title III language instructional programs

- The district and school websites will provide curriculum information for each grade level.
- Head Start pre-school classes will be held at each elementary school that has space available.
- Each local school will provide opportunities for parents of preschool students to be involved with the activities of the school through Parent Resource Centers, Transition Programs, Special Education services, Kindergarten registration, and Kindergarten assessment at the beginning of the school year.
- Parents and students will be involved in the transition activities (Grades 2-3—Yates to Ross; Grades 5 to 6; Grades 8 to 9; and Grade 12 to post school life) in order to ensure success at the next level.

E. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of the schools served by Title IA:

- **Identifying barriers to greater parental participation in parent involvement activities (especially for parents economically disadvantaged, disabled, limited English proficient, with limited literacy, or of racial or ethnic minority background)**
- **Using the findings of the evaluation to design strategies for more effective parental involvement**
- **Revising, if necessary the LEA’s parental involvement policies**

- Schools will be required to respond in a timely manner to parent requests for meetings about their child.
- Barriers might include times and locations of parent meetings.
- District will coordinate Title 1-A school surveys to evaluate the effectiveness of each family engagement program.

F. Involve parents in the activities of schools served under Title IA including but not limited to the design, implementation, and evaluation of the Title IA program

- A Parent Advisory Council will meet quarterly to focus on school system issues, advise district administration of these issues, and provide input on the LEA Plan. This council will also provide input on the effectiveness of the Family Engagement Plan.
- Each local school will have regular parent advisory meetings to assist principals with the programs of the schools.

G. The LEA and schools, to the extent possible, 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 in a format and to the extent possible in a language parents understand

- The district will use TransAct, other software, and interpreters to translate information sent to homes with non-English speaking backgrounds as needed.
- The district will use translation software so that the district and school websites can be translated into other languages.
- Schools will offer Family Literacy Nights for all parents and students.
- All school sites will provide a Student/Parent Handbook that lists individual school rules and procedures. A course catalog will be provided at the high school level.

Title 1 does not discriminate on the basis of race, color, national origin, sex, handicap or age.