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Title I Parent & Family Engagement Policy

The Bonnie Cone Classical Academy Board of Directors recognizes the value of family engagement in a child's academic success and believes the successful education of children is an ongoing cooperative partnership between the home and the school. Parents/guardians and other family members are their children's first teachers; therefore, the continued involvement of parents/guardians and other family members in the educational process is most important in fostering and improving educational achievement. School officials and personnel shall strive to support parents/guardians and other family members and provide them with meaningful opportunities to become involved in the programs offered by the school. The board encourages parents/guardians and other family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENT/GUARDIAN AND FAMILY ENGAGEMENT

For the purposes of this policy, the term "parent/guardian and family engagement" means the participation of parents, guardians and other family members in regular, two-way and meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents/guardians and other family members play an integral role in assisting their child's learning;
2. that parents/guardians and other family members are encouraged to be actively involved in their child's education at school;
3. that parents/guardians are full partners in their child's education and parents/guardians and other family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school utilizes activities to support parent/guardian and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that provides financial assistance to schools with high numbers or percentages of children from low-income families to ensure that all children receive equitable, high-quality, well-rounded education and meet challenging state academic standards. The Title I program provides instructional activities and support services over and above those provided by the regular school program.

Qualified Title I schools shall operate as school-wide programs or targeted assistance programs based on the federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs shall provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Regional Director or his/her designee. Eligibility criteria may include, for



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example, standardized test scores, teacher judgement, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidenced-based strategies to support parent/guardian and family engagement.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Annually, school officials shall invite parents/guardians of students participating in Title I programs to a meeting to explain parental/guardian rights, to discuss the programs and activities to be provided with Title I funds and to solicit input on the Title I program and this policy. In addition, school officials shall provide parents/guardians and other family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Data collected from these findings will be used to revise Title I programs and parental and family engagement plans.

D. PARENT/GUARDIAN AND FAMILY ENGAGEMENT EFFORTS

The board believes that the involvement of parents/guardians and family members of students in Title I programs in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school personnel shall strive to conduct outreach to parents/guardians and other family members and involve them in activities throughout the school year.

The State Director or his/her designee shall ensure that this system-level parent and family involvement policy is developed with, agreed upon and annually distributed to parents/guardians of participating students. In addition to the board parent and family engagement policy, the school shall jointly develop and annually distribute to the parents/guardians a school-level written parental/guardian and other family member policy that describes the means by which the school will carry out the school-level policy, share responsibility for students' academic achievement, build the capacity of school staff and parents/guardians for the involvement and increase accessibility for participation of all Title I parents/guardians, including parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children. The school-level plan must involve parents/guardians in the planning and improvement of Title I activities and must provide for the distribution to parents/guardians of information on expected student proficiency levels and the school's academic performance.

In addition, school officials and Title I personnel shall do the following:

1. involve parents/guardians and their family members in the collaborative development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents/guardians on the school advisory committee and any committees that review the Title I program;



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2. provide coordination, technical assistance and other support from various support center departments necessary to assist and build the capacity of the participating school in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parental/guardian and family engagement strategies in the Title I program to the extent feasible and appropriate with parental/guardian engagement strategies established in other federal, state, and local laws and programs;
4. with the meaningful involvement of parents/guardians, conduct an annual evaluation of the content and effectiveness of the school system parents/guardian and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school's academic standards;
5. strive to eliminate barriers of parent/guardian and family member participation by assisting parents/guardians and family members who have disabilities and parents/guardians and family members who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents/guardians and family members of children participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community-based meetings, posting information of the school's website, sending information home, newsletters, workshops, and newspaper articles;
7. design a parent/guardian-student-school compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. with the assistance of parents/guardians, ensure that teachers, specialized instructional support personnel, principals and other staff are educated in the value of parents/guardians as partners in the educational process and understand how to work with, communicate with and reach out to parents/guardians as equal partners in education;
9. distribute to parents/guardians information on expected student proficiency levels and the school's academic performance, and provide materials and training to help parents/guardians monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. coordinate and integrate to the extent feasible and appropriate, parental/guardian involvement programs and activities with federal, state, and local programs, including public pre-school programs, and conduct other activities in the community that encourage and support parents/guardians to more fully participate in the education of their child;



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11. strengthen the partnership with agencies, businesses and programs that operate in the community, especially those with expertise in effectively engaging parents/guardians and other family members in education;
12. ensure that parents/guardians are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental/guardian involvement activities as requested by parents/guardians.

E. NOTICE REQUIREMENTS

School officials and Title I personnel shall provide effective notice of the following information as required by law. The notice shall be in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

1. Program for English Language Learners

Each year, the principal or his/her designee shall provide notice of the following to parents/guardians of Limited English Proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program:

the reasons for the child's identification;

- a) the child's level of English proficiency and how such level was assessed;
- b) methods of instruction;
- c) how the program will help the child;
- d) the exit requirements for the program;
- e) if the child has a disability, how the language instruction program meets the objectives of the child's individual education plan (IEP);
- f) any other information necessary to effectively inform the parent/guardian of the program and the parental/guardian rights regarding enrollment, removal and selection of an LEP program; and
- g) notice of regular meetings for the purpose of formulating and responding to recommendations from parents/guardians.

2. School Report Card and School Progress Review

Each year, school officials shall disseminate to all parents/guardians, the school report card containing information about the school, including but not limited to:

- a. the following information in both the aggregate and disaggregated by category: student achievement, graduation rates, performance on other measures of school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- b. the performance of the school on academic assessments as compared to the state as a whole;
- c. the percentage of students who are:



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- i. assessed;
 - ii. assessed using alternative assessments;
 - iii. involved in accelerated coursework programs; and
 - iv. English learners achieving proficiency.
 - d. the per pupil expenditures of federal, state, and local funds; and
 - e. teacher qualifications.
3. Teacher Qualifications
 - a. At the beginning of each year, school officials shall notify parents/guardians of students who are participating in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child.
 - b. The principal or his/her designee of a Title I school shall provide timely notice informing parents/guardians that their child has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.
4. Parental/Guardian Rights and Opportunities for Involvement
 - a. Each year. The principal or his/her designee of Title I shall provide notice to parents/guardians of the school's written parent and family engagement policy. Parents'/guardian's right to be involved in their child's school and opportunities for parents/guardians and other family members to be involved in the school.
 - b. Each year, the principal of his/her designee of a Title I school shall provide notice to parents/guardians of their right to request information regarding student participation in state-required assessments.

F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, school officials shall publicize, on the school website:

1. the report card described in E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school, organized by grade level. The information must include:
 - i. subject matter assessed;
 - ii. the purpose for which the assessment is designed and used;
 - iii. the source for the requirement for the assessment if available, the amount of time students will spend taking assessments and the schedule of assessments; and
 - iv. if available, the time and format for distributing results.

The Regional Director or his/her designee shall develop any administrative procedures necessary to implement the requirements of this policy.



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G. ADDITIONAL FEDERAL REQUIREMENTS

School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The Regional Director or his/her designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law.

Legal references: Elementary and Secondary Education Act, as amended, 20 U.S.C.6301 et seq., 34 C.F.R. pt. 200

Adopted