



Birmingham Community Charter High School

Parent and Family Engagement Policy

1.0 Board Approval

The local governing board shall adopt and implement a policy on parent and family engagement. (California *Education Code* [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][2])

1.1 Birmingham Community Charter High School (Birmingham) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works in consultation with parents and family members for input in writing this policy. The LEA has distributed the policy to parents and family members of children served under Title I, Part A. The school publishes the Parent and Family Engagement Policy annually through the Parent-Student Handbook and on the school website. (20 U.S.C. § 6318[a][2])

To involve parents and family members in the Title I program at Birmingham, the following practices have been established:

- a) The LEA incorporates the parent and family engagement policy into the district's plan. (20 U.S.C. § 6318[a][2])
- b) The LEA involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2][A])
- c) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])
- d) The LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])
- e) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D]) The school conducts an annual parent survey to evaluate the content and effectiveness of the parent and family engagement policy.

The LEA identifies the following:

1. 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). (20 U.S.C. § 6318[a][2][D][i])
2. The needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])
 3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])
- f) The LEA uses the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E]) The findings of the annual parent survey are incorporated into the review of the policy.
- g) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

1.2 Goals of Policy

The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the goals and purposes listed below. (*EC* §§ 11502, 11504, 11506)

- a) Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (*EC* § 11502[a])
- b) Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (*EC* § 11502[b])
- c) Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. (*EC* § 11502[c])
- d) Train teachers and administrators to communicate effectively with parents. (*EC* § 11502[d])
- e) Integrate parent involvement programs into the school's master plan for academic accountability. (*EC* § 11502[e])

1.3 Calculation of Reservations

The LEA receiving more than \$500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities. (20 U.S.C. § 6318[a][3][A]) The school reserves at least one percent of its allocation to carry out parent and family engagement activities.

1.4 School Site Council

Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. § 6318[a][3][B]) The LEA's single school convenes a School Site Council (SSC) for this purpose.

1.5 Distribution of Reservations

Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C]). This is not applicable as Birmingham is a single-school district.

1.6 Reservations for Activities and Strategies

Funds reserved by an LEA are used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])
- d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

2.0 Distribution of Policy

With approval from the local governing board, Birmingham Community Charter High School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school develops this policy in consultation with parents through various meetings during which the policy is reviewed. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school publishes the Parent and Family Engagement Policy annually through the Parent-Student Handbook and on the school website. (20 United States Code [U.S.C.] Section [§] 6318[b][1])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Birmingham, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]).
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]) The school provides meetings at various times of day, on different days including weekends in order to ensure as many parents as possible can attend school meetings.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) The school provides opportunities through parent organizations and groups for parents to participate and provide input in the review and improvement of the school. The school involves parents in the improvement of the school through the accreditation process as defined by the Western Association of Schools and Colleges (WASC).
- d) The school provides parents of participating children with the following:
 1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]) The school provides information about the Title I program through a variety of ways including the annual Title I meeting, coffee with the principal, SSC meetings, ELAC meetings, Parent Resource Center, mailings home, parent newsletter, ConnectEd, emails and text messages.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. §6318[c][4][B]). The school provides assistance in understanding the following topics:
 - California Common Core State Standards
 - SBAC state assessments
 - BCCHS local school assessments
 - Monitoring and reporting of student progress, and
 - Working with educators through school communications, meeting,

workshops and presentations and PTSA.

3. 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. (20 U.S.C. § 6318[c][4][C]) They can make these requests by contacting the main office at 818-758-5200. Parents have the opportunity to request regular meetings to formulate suggestions and to participate in decisions relating to the education of their children through participating in school governance and school sub-committees.
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]) The school submits any parent comments on the plan to the school board.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]) The school provides meetings, workshops, coffees with the principal, Parent Resource Center, classes such as FACTOR (Families Acting Toward Results, and other means, to the extent practicable.
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2]) The school provides classes such as FACTOR (Families Acting Toward Results, workshops and other means, to the extent practicable.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in 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 the school. (20 U.S.C. § 6318[e][3]). The school provides professional development for school staff on Pupil Free Days and during school days, using school and community resources, and professional resources. The school encourages and fiscally supports school staff in the attendance of workshops and conferences that focus on effectively utilizing parents and community members as resources and equal partners

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]). The school provides this requirement in a variety of forms including school website, mailings home, parent newsletters, ConnectEd, emails, and text messages.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) Requests may be made through the main office at 818-758-5200 or the Parent Resource Center.

2.3 Accessibility

Birmingham, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]) The school provides this requirement in a variety of forms including school website, Parent Resource Center, mailings home, parent newsletters, ConnectEd, emails, and text messages.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, the school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of

extracurricular time. (20 U.S.C. § 6318[d][1])

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B]). The school provides six progress reports to parents annually.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])