Carolina International School
Parent and Family Engagement Policy

Title I regulations require that each school served under Title I jointly develop with and distribute to parents and family members of participating children, a written parent and family engagement policy agreed on by the parents that describes the requirements of (c) through (f) as listed below and outlined in Title I law:

A. POLICY INVOLVEMENT

Each school served under this part shall –

1. **Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved:**

   We host an annual all school parent/guardian meeting two weeks before the start of the school year between 5:00 p.m. and 6:00 p.m. This year, the first meeting was held on August 8, 2021. We have a total of 4 meetings scheduled throughout the school year. The purpose of these meetings is to provide parents with critical information about the school calendar, academic supports, school programming, extra-curricular activities, teacher led meeting times with families, open house information, board meeting dates, opportunities for parents to get involved in the community through the parent ambassador program, programming fees of applicable, general reminders about documentation needed for medical records, and additional academic supports. Our annual meeting is led by our current school leadership team which comprised of the Head of School (Superintendent), Principal, Elementary School Assistant Principal, Middle School Assistant Principal, and High School Assistant Principal.

2. **Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds under this part, transportation, childcare, or home visits, as such services relate to parent and family engagement:**

   We host our annual meeting in the afternoon and offer an additional date towards the begging of the first quarter to ensure all parents have the opportunity to hear the same information and participate in the support of our school community. We have also started offering video recordings of these meetings for those who pre-register to attend these meetings via Zoom. Going forward, we will offer link to download meeting minutes from our school website. In addition, we have started making phone calls to all CIS families quarterly to ensure we are offering the right supports which is also supported by parent surveys that we have utilized for school re-entry during our hybrid learning model as a result of COVID-19. We currently offer before and after care services for students in grades

K-12. Transportation is offered through a transportation partner to support students that do not have access to transportation to school or after school care and programs off site. Our current partner with the before and after care is through The Superlatives Club.

3. **Involve parents and family members in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parent and family engagement policy:**

   To engage parents in an organized and ongoing meeting space, we host the Parent Community and Culture Forum where our Head of School and Principal meet with parents every quarter (TBD) This space has been created to hold an open discussion with all parents/guardians of students that currently attend Carolina International School. During these meetings, we discuss the ideas, concerns, and requests that parents have involving the student life experience at CIS. We also use this time to discuss planning of programming by getting parent feedback, and review programming and partnerships that we are developing. We communicate the dates of each forum through our weekly Comet Communicator that goes out to all families and through the website and Swift Reach each week.

4. **Provide parents of participating children –**

   a) **timely information about programs under this part;**

   At CIS, parents receive communication from various programs within 30 days of identification. At that time, a meeting is scheduled with the parents to discuss the assessments as well as prescriptive plan of remediation. At that time, a meeting is scheduled with the parents to discuss the assessments as well as prescriptive plan of remediation.

   b) **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 state academic standards students are expected to meet; and**

   A level of 3 in achievement shows on grade level success. Our MTSS team has developed assessment indicators to measure student progress benchmarking through the use of NWEA, School Net, and formative and informative assessments. Our students participate in the use of Journeys for Reading K-5 and Go Math (Big Ideas) K-8.

   c) **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.**

   Parents are offered the opportunity to meet with school employees through the following meetings, in addition to the Parent Community Forums: (Individual parent conferences, PEP meetings, MTSS meetings, EC meetings, AIG meetings, written and electronic progress reports, quarterly grade reports, Retention hearings with parents).

5. **If the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.**

   To provide additional transparency and accountability within our community about student supports and parent requests, we have scheduled direct meetings with our parents and leadership team including the Head of School, Principal, Assistant Principals, EC Director, and Counseling Team, these meetings are held to address the needs of our students and families. As a follow up additional programming is put in place along with a communication of a plan to correct any of our student resources and or programming is shared based on parent suggestion while upholding their confidentiality via our weekly Comet Communicator. In addition, we have a CIS Grievance Policy located on page 7 of the Parent/Student handbook, on page 31 of the Employee handbook, as well as on our school website.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

CIS students, parents, teachers, and administration partner through a Parent Compact that defines the shared responsibilities of an individual student's growth and education.

CIS Parent Compact

With each new course or grade level parents are also provided with a syllabus, a general course curriculum map, expectations, and grading scales. All students with modifications are provided these as well as differentiation for all students in an effort to provide course instruction for each individual with grade success as the goal.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective engagement of parents and family members, 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 under this part –

1. **Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;**

   Grade and content teams meet in PLC's each week. A large segment of this time is spent to discuss students with content, social/emotional needs, or issues with absences or tardiness to school. Our counselors provide individual sessions as well as whole class

lessons as to social emotional growth. Parents and teachers are provided weekly resources from our counselors. We follow all state required assessments, including EOGs, EOCs, Work Keys, and the ACT. We also provide benchmarking through NWEA for assessment in the Fall, Winter and Spring. These benchmarks as well as grade reports assist our school in making decisions as to individual student progress. All assessment scores are reported to parents mid- quarter or end of quarter.

2. **Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;**

   All parents are provided passwords and codes for the routine checking of our data warehouse recording through Power School. Parents are also provided with google classroom codes and all Zoom meeting codes. Parents are provided with additional information and training during Senior night, Sophomore night, Freshman transition, Junior night for parents to have provided information in preparing for the final 2 years of high school. Curriculum nights are a special time for parents to engage in the actual curriculum of each grade level K – 8.

3. **Shall educate 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:**

   In partnership with our parents, the CIS Parent Community & Culture Forums also support how we as a school communicate with our parents as equal partners consistently. To educate our teachers, specialized instructional support personnel, principals, and other staff members, we have partnered with the anti-defamation league to offer training for all CIS faculty/staff in three phases which is focused on cultural awareness, ethics, equity, inclusion, and conflict resolution. Our administrative team is also going through additional training in diversity, equity, and inclusion to support ongoing relationships with all CIS families.

4. **Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public 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:**

   The current programs that we have in place are the Parent Community and Culture Forum, Performing Arts Booster Club, Global Education Partners, PTSO, and our Green Community Initiative that we will work to develop over the next six months in partnership with local, state, and national agencies dedicated to environmental education in schools and communities.

5. **Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand:**

   As an international school community, we represent over 15 countries, and we have over 12 spoken languages among students and families within our community. This provides us with a unique opportunity to offer our students and families bi-lingual communications using English and Spanish as the dominant languages we support. To ensure we can communicate with families that speak other languages, we are now in the process of developing a new website where parents/families will be able to view our web content and school newsletters in English, Spanish, Mandarin, French, German, Japanese, Korean, and Arabic. We currently have three employees that can serve as interpreters for our ESL students and families that are predominantly Spanish speaking. Our goal is to provide families with access to local resources for interpretation during the admissions process.

6. **May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training:**

   Our administration is working to engage parents in several forums on diversity, equity, and inclusion with parents to discuss cultural awareness and equity in communication to foster a health support system for students and all CIS community members.

7. **May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training:**
   Literacy Education is a priority at Carolina International School We provide students with a solid curriculum of reading and literacy through the Journeys format. We also provide alternative materials through Discovery Ed, Brain Pop, News ELA, IXL, Reading A-Z, School net, Raz Kids, Head Sprout, Go Open NC, and UNC-TV. All teachers are trained in the use of these supplemental resources. Teachers will begin an NCDPI required training in the "Science of Reading" during this school year.

8. **May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions:**
   For parents with children falling under the McKinney Vento program, transportation has been furnished for parents to attend special events. If childcare is needed for all students, childcare has been provided through the before and after school program or Student Volunteer through NHS with adult supervision.

9. **May train parents to enhance the involvement of other parents:**

   We are very excited about our Parent Partner programs as the one of the groups overarching goals is to on-board parents by providing them with insight into the school culture, curriculum, understanding charter schools, and understanding the communication

system at CIS. Parents will also receive training on how to use our K-12 payment gateway, PowerSchool training, website training, Microsoft Office 365 training to support communication with teachers and families within our community.

10. **May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation:**

    Please provide details here. Individual parent conferences occur at the convenience of both the teacher and the parent. These conferences are arranged to work around a parent or guardian work schedule. These may be early morning, later after school or completed on a set time for a virtual meeting.

11. **May adopt and implement model approaches to improving parental involvement:**
    We have adopted a joint partnership model to support parent involvement at Carolina International School. Our plan is focused on the following goals:

    1. Engage parents in in our recruiting process for volunteer to organize offer parent help and support;
    2. Work with our leadership team, school counselors, and local agencies to Help all families establish home environments to support children as students;
    3. Work with parents to design more effective forms of school-to-home and home-to-school communications with all families each year about school programs and their children's progress;
    4. Work with Assistant principals to provide information and ideas to families about how to help students at home with homework, study skills, writing, speech, and other curricular-related activities, decisions, and planning;
    5. Include parents in school school-wide decisions with parent leaders and community representatives, and
    6. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

12. **May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section:**
    Our Head of School and Principal will work to establish a parent advisory council to support all school programming, student supports, strategic partnerships, parent engagement, and volunteer activities.

13. **May develop appropriate roles for community-based organizations and businesses in parent involvement activities:**

    We will host four community forums a year that will be comprised of local leaders, non-profits organization, and businesses to discuss ways in which we not only support CIS but other local opportunities to provide opportunities for students and families in

the surrounding areas.

14. **Shall provide such other reasonable support for parental involvement activities under this as parents may request.**

- Community & Culture Forums (every quarter)
- Parent Partners (partners with new parents and meets as needed)
- Green Community Program (one project per quarter)
- Volunteer Service Project (once a quarter)

D. ACCESSIBILITY

In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Information for parents is provided in both English and Spanish on a regular basis. Interpreters may be utilized as well. Other language barriers are addressed on an individual basis in providing parent understanding.