

Revised: 3/9/2020

## 612.1 DEVELOPMENT OF PARENT/GUARDIANS AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA), which require charter schools to meet with parents and jointly develop parent and family engagement policies. This policy lists the required components of the parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the charter school to receive federal funds under this program.]

### I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents/guardians of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parent/guardian involvement in relation to decisions about the Title I services within the Crosslake Community School (CCS). The involvement of parents/guardians by the CCS shall be directed toward both public and private school children whose parents/guardians are CCS residents or whose children attend CCS within the boundaries of the CCS.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of CCS is to plan and implement, with meaningful consultation with parents/guardians of participating children, programs, activities, and procedures for the engagement of parents/guardians and families in its Title I programs.
- B. The policy of CCS is to fully comply with 20 United States Code Section 6318 which requires CCS to develop jointly with, agree upon with, and distribute to parents/guardians of children participating in Title I programs written parent/guardian and family engagement policies.

### III. DEVELOPMENT OF CCS LEVEL POLICY

The CCS Board of Education will direct the administration to develop jointly with, agree upon with, and distribute to parents/guardians and family members of participating children a written parent/guardian and family engagement policy that will be incorporated into CCS's Title I plan. The policy will establish the expectations for meaningful parent/guardian and family involvement and describe how CCS will:

- A. Involve parents/guardians and family members in the joint development of CCS's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of CCS in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and CCS performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education;
- C. Coordinate and integrate parent/guardian and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the CCS, including identifying barriers to greater participation by parents/guardian in parent/guardian involvement activities (with particular attention to parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or

ethnic minority background); the needs of parents/guardians and family members to assist with the learning of their children, including engaging with CCS personnel and teachers; and strategies to support successful CCS and family interactions;

- E. Use the findings of such evaluations to design evidence-based strategies for more effective parent/guardian involvement and to revise, if necessary, CCS's parent/guardian and family engagement policies; and
- F. Involve parents/guardians in the activities of the CCS, which may include establishing a parent/guardian advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by CCS to adequately represent the needs of the population served by the CCS for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy.

#### **IV. DEVELOPMENT OF CCS LEVEL POLICY**

The CCS Board of Education will direct the administration of CCS to develop (or amend an existing parent/guardian involvement policy) jointly with, and distribute to, parents/guardians and family members of participating children a written parent/guardian and family engagement policy, agreed upon by such parents/guardians and families, that shall describe the means for carrying out the federal requirements of parent/guardian and family engagement. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents/guardians and CCS.

- A. The policy will describe the means by which CCS with a Title I program will:
  - 1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of CCS's participation in Title I programs, and to explain to parents/guardians of participating children the program, its requirements, and their right to be involved;
  - 2. Offer 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/guardian involvement;
  - 3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of the parent/guardian involvement programs, including the planning, review, and improvement of CCS's parent/guardian and family engagement policy and the joint development of CCS's program plan, except that if CCS has in place a process for involving parents/guardian in the joint planning and design of the CCS's programs, CCSI may use that process, if such process includes an adequate representation of parents/guardians of participating children;
  - 4. Provide parents/guardians of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at CCS, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents/guardians, 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; and
  - 5. If CCS's plan is not satisfactory to the parents/guardians of participating children, submit any parent's/guardian's comments on the plan when it is submitted to CCS.
- B. As a component of this policy, CCS shall jointly develop with parents/guardians a CCS/parent/guardian contract which outlines how parents/guardians, staff, and students will share the responsibility for improved student academic achievement and the means by which CCS and parents/guardians will build and develop a partnership to help children achieve the state's high standards. The compact shall:
  - 1. Describe CCS's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
  - 2. Describe the ways each parent/guardian will be responsible for supporting his or her child's

- learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
3. Address the importance of communication between teachers and parents/guardians on an on-going basis through the use of:
    - a. Annual parent/guardian-teacher conferences to discuss the compact and the child's achievement;
    - b. Frequent progress reports to the parents/guardians; and
    - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
    - d. Ensuring regular two-way, meaningful communication between family members and CCS staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents/guardians and to support a partnership among CCS, parents/guardians, and community to improve student academic achievement, the policy will describe how CCS will:
1. Provide assistance to participating parents/guardians in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  2. Provide materials and training to assist parents/guardians in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent/guardian involvement;
  3. Educate CCS staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardians programs, and build ties between parents/guardians and CCS;
  4. Coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public prekindergarten programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardian in more fully participating in the education of their children to the extent feasible and appropriate;
  5. Ensure, to the extent practicable, that information about CCS and parent/guardian meetings, programs, and activities is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language the parents/guardians can understand; and
  6. Provide such other reasonable support for parent/guardian involvement activities as requested by parents/guardians.
- D. The policy will also describe the process to be taken if the CCS chooses to:
1. Involve parents/guardians in the development of training for CCS staff to improve the effectiveness of such training;
  2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
  3. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in CCS-related meetings and training sessions;
  4. Train parents/guardians to enhance the involvement of other parents/guardians;
  5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents/guardians who are unable to attend such conferences at CCS in order to maximize parent/guardian involvement and participation in CCS-related activities;
  6. Adopt and implement model approaches to improving paren/guardian involvement;
  7. Develop appropriate roles for community-based organizations and business in parent/guardian

- involvement activities; and
8. Establish a CCS parent/guardian advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs.
- E. To carry out the requirements of parent/guardian and family engagement, CCS, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members who have limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migratory children), including providing information and CCS reports in a format and, to the extent practicable, in a language that is understandable by the parents/guardians.
  - F. CCS shall inform parents/guardians and parent/guardian organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents/guardians and CCS.

**Legal References:** 20 U.S.C. § 6318 (Parent and Family Engagement)

**Cross References:**