

Policy Code: 1320/3560 Title I Parent and Family Engagement

The board of education recognizes the value of family engagement in a child's academic success and believes that the education of children is an on-going cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. The school district will strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The Board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. For the purposes of this policy and the Title I program, the term "parental and family engagement" means the participation of parents, guardians and other family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

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

B. Purpose and Operation of Title I Program

The Title I program is provide instructional activities and supportive services over and above those provided by the regular school program for eligible economically disadvantaged students to ensure they receive an equitable high quality well-rounded education that meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs will provide a comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assisted programs will provide services to eligible students most in the need of assistance in the school as determined by objective criteria as established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, 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 evidence-based strategies to support parent and family engagement.

C. Annual Meeting

Each year, school officials must invite parents of students participating in Title I programs to a

meeting to explain parental rights, programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members, a meaningful opportunity to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Data Information collected from these proceedings will be used to revise Title I programs and parent involvement and family engagement plans.

D. Parental and Family Engagement Efforts

The board believes that the involvement of Title I parents and family members 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 district system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The superintendent will ensure that this system level parent and family engagement involvement policy and plan is developed with, agreed upon with and annually distributed to parents and family members. In addition to the district system level parent and family engagement plan policy, each school participating in the Title I program will shall jointly develop and annually distribute to parents and family members a school level written parental and family engagement plan sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs including parents and family members who have with limited English proficiency, who have disabilities, or who are migratory. School level plans must involve parents and family members in the planning and improvement of Title I activities and must provide for the distribution to parents and family members information on expected student achievement levels and the school's academic performance.

School officials will 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 superintendent or designee will establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

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

1. involve parents and family members in the joint development of the Title I Program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;
2. provide coordination, technical assistance and other support from various central office departments necessary to assist and build the capacity of all participating schools 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 parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies, established in other federal, state, and local laws and programs;
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school district parent and family policies and program in improving the academic quality of the school and assisting students to meet the school system's academic standards;

5. strive to eliminate barriers to parental participation by assisting parents who are have disabilities and parents 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 and family members of children who assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community based meetings, posting information on websites, sending information home, newsletters, workshops and newspaper articles;
7. design a parent-student-school staff 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 and guardians, ensure that teachers, specialized instructional pupil support 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 for their child and the school's academic performance, and provide materials and training to help parents monitor 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 involvement programs and activities with federal, state and local programs, including public pre-community that;
11. strengthen the partnership with agencies, businesses and programs that operate in the community, especially those with expertise in effectively engaging parents and family members;
12. ensure that are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. Notice Requirements

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

1. Program for English Learners

Each year the principal or designee shall provide notice of the following to parents/guardians of English learners identified for participation in a Title I, Part A or Title III funded language instruction educational program:

- a. the reasons for the child's identification;
- b. the child's level of English proficiency and how such level was assessed;
- c. methods of instruction;

- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);
- g. any other information necessary to effectively inform the parent/guardian of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners;
- h. Notice of regular meetings for the purpose of formulating and responding to
- i. recommendations from parents/guardians.

2. System Report Card

Each year, school system officials shall disseminate to all parents/guardians, schools, and the public a school system report card containing information about the school system and each school, including but not limited to:

- a. the following information both in the aggregate and disaggregated by category, student achievement, graduation rates, performance on other 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 system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- c. the percentage and number of student who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and 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 school year, school system officials shall notify parents/guardians of Title I students who are participating in Title I programs (1) of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing

parents/guardians that their student 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. Student's Academic Growth and Achievement

School officials shall provide to each parent/guardian of a student who is participating in a Title I program information on the level of achievement and academic growth, if applicable and available, of the student on each of the state's academic assessments.

5. Parental Rights and Opportunities for Involvement

a. Each year, the principal or designee of a Title I school shall provide notice to parents/guardians of the school's written parental parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family to be involved in the school.

b. At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents/guardians of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided as soon as practicable and with the expectation of a consistent timeline across the district.

F. Website Notification Distribution of Information

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

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

The superintendent will develop administrative procedures to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, [20 U.S.C. 6301 et seq.](#), [34 C.F.R. pt. 200](#)

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

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Chapel Hill-Carrboro Schools
