

The Board of Directors of Kestrel Heights Charter School recognizes the value of family engagement in a child's academic success and believes that the 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, their continued involvement in the educational process is most important in fostering and improving educational achievement. School staff shall strive to support parents, guardians, and family members and provide them with meaningful opportunities to become involved in the Title I Programs offered by the school. The Board encourages parent participation 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 AND FAMILY ENGAGEMENT

For the purposes of this policy, parents and parental are inclusive terms intended to represent both parents and guardians. In addition, the term "parent 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 and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and 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 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 offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school's challenging academic standards.

The school will operate a targeted assistance Title I program based upon federal eligibility criteria. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Executive Director or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the 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 annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

The involvement of parents, guardians, and family members contribute significantly to the success of their children. The Board believes that the involvement of 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 all students. School staff shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

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

In addition, the Executive Director and school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I plan and the process of school review and improvement;
2. provide coordination, materials, facilities, technical assistance, and other support from the various departments necessary to assist in planning and implementing effective parent and family engagement activities that are designed to foster collaboration, engage parents and families, and improve student academic achievement and school performance;
3. build the school's and parents' capacity for strong family engagement;
4. 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 that prepare children for school and parents for their role in supporting their children's learning;
5. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school's parent and family engagement policies and program in improving the academic quality of the school and assisting students in meeting the school's academic standards;
6. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation and providing all communications in an easy to understand format for all parents;
7. provide outreach and assistance to parents and family members of children who are 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 school and community meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;

8. 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;
9. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school’s academic performance, and provide materials and training to help parents monitor their child’s progress and work with educators to improve achievement;
11. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
12. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
13. ensure that parents are involved in the school’s Title I activities; and
14. 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 adequate 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 can understand.

1. Program for English Learners

Each year the principal or designee shall provide notice of the following to parents 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 of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. School Report Card

Each year, school officials shall disseminate to all parents, schools, and the public a school report card containing information about the 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 on academic assessments as compared to the state as a whole;
- c. the percentage and number of students 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 as required by law; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school staff shall notify parents 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 designee shall provide a timely notice informing parents 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. Parental Rights and Opportunities for Involvement

- a. Each year, the principal or designee shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in the school, and opportunities for parents and family members to be involved in the school.
- b. Each year, the principal or designee shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

F. DISTRIBUTION OF INFORMATION

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

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, 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 Executive Director shall develop any administrative procedures necessary to implement the requirements of this policy.

Developed August 2020.

Adopted: September 8, 2020.