

Kestrel Heights Charter School 2024-2025 Title I Parent and Family Engagement Policy



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 scholars meet state and local achievement standards.

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 scholar 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 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
- that the school utilizes activities to support parent and family engagement in the Title I programs.

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 schoolwide Title I program. The Title I program at Kestrel Heights delivers instructional activities and supportive services to scholars over and above those provided by the regular school program.

ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents of all scholars 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.

This meeting will be held at the beginning of the school year and communicated to all families via the school newsletter, SwiftK12 emails and text messages, social media, Class Dojo, and the school website in both English and Spanish.

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 scholars. 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 scholars.

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 scholar 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 scholar achievement levels and the school's academic performance.

The Parent and Family Engagement Policy will be annually distributed to parents and family members via the enrollment/back to school packet, the Kestrel Heights Website, and the Kestrel Heights Community Handbook.

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

- Involve parents and family members in the joint development of the Title I policies and plans and the process of school review and improvement;
 - Parent and Family Engagement Input sessions to review the Title I policy and plan and provide feedback and input on revisions for the following school year
 - Annual Meeting to review the current policy and plan and ask questions about the school's Title I program
 - Parent and Family Engagement Evaluation sessions to evaluate the Title I program and provide feedback and input on revisions for the following school year
 - Schoolwide parent surveys to provide feedback and input on revisions for the following school year
- Provide coordination, technical assistance, and other support to assist in planning and implementing effective parent and family engagement activities that are designed to improve scholar academic achievement and school performance;
 - Assisting parents, family members, and community members in understanding state academic content, state and local assessments, and scholar performance standards
 - Parent Conferences
 - Data Discussion Protocol
 - iReady Data Review
 - Show What You Know (SWYK) Data Review
 - Progress Reports and Report Cards
 - State Reports
 - Website
- Provide materials and training on expected scholar proficiency levels and the school's academic performance, as well as materials and training to help parents work with their children to improve their achievement
 - Open House and Curriculum Nights
 - Data Discussion Protocol
 - EOG and iReady Score Reports
 - Parent Conferences
 - iReady MyPath
 - Website Resources
 - Parent Information Nights
 - School Report Card
- Build the school's and parents/guardians capacity for strong family engagement
 - 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

- Providing opportunities for parents to support their children’s learning by:
 - Volunteering in their child’s classroom
 - Volunteering in extracurricular activities
 - Volunteering in school activities
 - Attending information sessions on how to support their scholars
- Ensure regular two-way, meaningful communication between family members and school staff, in a language that family members can understand.
 - Scholar Agendas
 - Swift K12 Emails and Phone Calls (translated into home language)
 - Class Dojo posts and messages (translated into home language)
 - Parent Conferences (with translator when needed)
 - Community meetings (with translator)
 - School newsletters (translated into home language)
- 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 scholars in meeting the school’s academic standards. This evaluation shall identify the following:
 - 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);
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;
 - Strategies to support successful school and family interactions
- Involve parents, family, and community members in an organized, ongoing, and timely way for the improvement of the school and its programs, specifically including critical stakeholders in the planning, review, and evaluation of programs.
- Use findings from stakeholder input sessions and evaluations to design evidence-based strategies for more effective parental involvement, and revise the Parent and Family Engagement policies and plans accordingly.
- Provide, to the extent, practicable, opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), in parent and family engagement activities, including providing information and school reports in a required format, and to the extent practicable, in a language parents can understand by providing:
 - Interpreters during meetings and special events
 - Interpreters during conferences
 - Translation of documents and home-school communication
 - Platforms for translated communications and messages (SwiftK12, Class Dojo)
- Design a parent–scholar–school staff compact that sets out respective responsibilities in striving to raise scholar achievement and explains how an effective home/school partnership will be developed and maintained
- 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
- 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;
- Provide such other reasonable support for Title I parental involvement activities as requested by parents

ADOPTION

The Kestrel Heights Charter School Parent and Family Engagement Policy/Procedures have been developed/revised jointly with and agreed upon with parents as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by Kestrel Heights Charter School and approved by the Board of Directors on August 13, 2024, and will be in effect for the period of the school year 2024-2025. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents and make them available to the community on or before the last day of the first academic quarter of the school year.

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.

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:
 - the reasons for the child's identification;
 - the child's level of English proficiency and how such level was assessed;
 - methods of instruction;
 - how the program will help the child;
 - the exit requirements for the program;
 - if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);
 - 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
 - notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

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:
 - the following information both in the aggregate and disaggregated by category: scholar achievement, graduation rates, performance on other school quality and/or scholar success indicators, the progress of scholars toward meeting long-term goals established by the state, scholar performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - the performance of the school on academic assessments as compared to the state as a whole;
 - the percentage and number of scholars who are: I. Assessed, II. assessed using alternate assessments, III. involved in preschool and accelerated coursework programs, and IV. English learners achieving proficiency;
 - the per-pupil expenditures of federal, state, and local funds as required by law; and
 - teacher qualifications.

Teacher Qualifications

- At the beginning of each year, school staff shall notify parents of scholars who are participating in Title I programs of the right to request certain information on the professional qualifications of the scholar's classroom teachers and paraprofessionals providing services to the child.
- The principal or designee shall provide a timely notice informing parents that their scholar 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.

Parental Rights and Opportunities for Involvement

- 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.
- Each year, the principal or designee shall provide notice to parents of their right to request information regarding scholar participation in state-required assessments.

School Website

- Each year, school system officials shall publicize on the school website:
 - the School Report Card
 - information on each assessment required by the state and, where feasible, by the school, organized by grade level. The information must include:
 - the subject matter assessed;
 - the purpose for which the assessment is designed and used;
 - the source of the requirement for the assessment;
 - if available, the amount of time scholars will spend taking the assessments and the schedule of the assessments; and
 - 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.