

Title I Catawba County Schools' Parental Engagement Policy

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Descriptor Term: TITLE I PARENTAL ENGAGEMENT

Legal References: ESSA, 2015, 20 U.S.C ch. 28 § 1001 et seq.; 20 U.S.C.
7801(32); State Board of Education Policy TCS-R-000
Family Educational Rights and Privacy Act, 20 U.S.C. 132g;

Cross References: Parental Engagement (policy 1.3100/4.3100), Goals and Objectives of
the Educational Program (policy 3.0000), Curriculum Development
(policy 31000)

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued engagement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become engaged in the programs offered by the Title I schools.

A. DEFINITION OF PARENTAL ENGAGEMENT

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

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

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The purpose of the Title I program is to provide instructional activities and supportive services over and above those provided by the regular school program for eligible economically disadvantaged students. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools shall operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs shall utilize a comprehensive school engagement process enabling schools to serve all students in the school. Targeted assisted programs shall provide services to eligible students in the school having the greatest need for assistance.

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C. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights shall be explained, programs and activities provided with Title I funds shall be discussed, and input shall be solicited from parents. In addition, all parents shall have an opportunity to evaluate the effectiveness of the Title I programs and the parental engagement policies and plans. Data collected from these findings shall be used to revise Title I programs and parental engagement plans.

D. PARENTAL ENGAGEMENT EFFORTS

The board believes that the engagement of Title I parents 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 system personnel shall strive to engage parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental engagement policy is developed with parents, agreed upon with parents and distributed to parents of participating students. In addition to the system-level parental engagement policy, each school participating in the Title I program shall jointly develop and distribute to parents a school-level written parental engagement policy that describes the means for carrying out school-level policy, the sharing of responsibility for student academic achievement, building the capacity of school staff and parents for engagement, and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children.

School-level plans must engage parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

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

1. engage parents in the joint development of the Title I Program 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 participating schools in planning and implementing effective parental engagement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental engagement by collecting and disseminating information on effective parental engagement techniques;
4. coordinate and integrate parental engagement strategies with parental engagement activities in other programs, such as Head Start, Reading First and similar programs;
5. with the engagement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental engagement policies and program to determine current and future needs, and ensure that such policies are developed/modified with parents, agreed upon with parents and distributed each fall to parents of participating students;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation, including making a conscientious effort, to the extent practicable, to provide all written communication, including parental engagement policies, in a language that is spoken or read at home;
7. provide assistance to parents of participating Title I children 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 community-based meetings, 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, pupil services 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 through such methods as technology or literacy training;
11. coordinate and integrate parental engagement programs with pre-school 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;
13. ensure that parents are engaged in the school's Title I activities; and
14. provide such other reasonable support for Title I parental engagement activities as requested by parents.

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