

Title I Parent and Family Engagement Policy

Lake Lure Classical Academy: A Challenge Foundation Academy, Inc. (LLCA:CFA) 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 involvement of parents in the educational process is most important in fostering and improving educational achievement. Lake Lure Classical Academy: CFA administrators, staff, and employees shall strive to support parents and provide parents with opportunities to become involved in the programs offered by LLCA:CFA as a Title I school. The Board of Directors encourages parents to participate in the design and implementation of the school programs and school 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. Definition of Parental Involvement

For the purposes of this policy and the Title I program, the term 'parental involvement' 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 and guardians play an integral role in assisting their child's learning;
2. That parents and guardians are encouraged to be actively involved in their child's education at school;
3. That parents and guardians 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
4. That the school engages in activities to support parental involvement in the Title I programs.

B. Purpose and Operation of Title I Program

Title I of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools to help ensure that all children meet challenging state academic standards. The Title I program provides instructional activities and support services to eligible students over and above those provided by the regular school program. 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 recommendation, and results of pre-school screening and home-school surveys. Qualified Title I schools will operate as school-wide programs, or targeted assistance programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the school having the greatest need for assistance. Both schoolwide and targeted assistance programs

shall be based on effective means of improving student achievement and shall include strategies to support parental involvement.

C. Annual Meeting

Each year, parents and families must be invited to an annual meeting at the school, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited for various components of overall school improvement and student achievement. In addition, all parents and families will have an opportunity to evaluate the effectiveness of the school's Title I programs and the parental and family involvement policies and plans. Data collected from these findings will be used to revise the Title I program and parental involvement plans.

D. Parental and Family Engagement Efforts

The school board believes that the involvement of parents and guardians in the design and implementations of the school's Title I program will increase the effectiveness of the program and contribute significantly to the success of students. The Board of Directors, administrators, staff, and teachers of LLCA:CFA shall strive to involve parents and guardians in activities throughout the school year.

The Executive Director shall ensure that this parental and family engagement policy is developed with, agreed upon with, and annually distributed to parents and guardians of students attending the school. The school shall jointly develop and annually distribute to parents a school-level written parental and family engagement policy that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents, for involvement and increasing accessibility of participation of all parents including: Title I parents, parents with limited English proficiency, parents with disabilities, and parents of migratory children. School-level plans shall involve 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.

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 Executive Director or designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, Lake Lure Classical Academy and its Title I school personnel shall do the following:

1. involve parents in the joint development of the Title I program and the process of school review and improvement by including parents on the school improvement team, and committees that review the Title I program;

2. provide coordination, technical assistance and other support across Lake Lure Classical Academy-CFA school divisions in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;

3. build the schools' and parents' capacity for strong parental and family involvement by collecting and disseminating information on effective parental involvement techniques;

4. coordinate and integrate parental and family involvement strategies with parental and family involvement activities in other programs available to students and families.

5. conduct an annual evaluation of the content and effectiveness of the school system, parental involvement policies, and program in improving the academic quality of the school with the joint effort of parents and guardians;

6. strive to eliminate barriers to parental and family participation by assisting parents and guardians with disabilities, or parents who are economically disadvantaged, or have limited English proficiency, or who are migratory, or have other backgrounds or characteristics that may affect participation;

7. provide assistance to parents and guardians 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 the 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 involvement programs with 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;

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

Lake Lure Classical Academy: CFA 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 can understand.

1. LEP Program

- a. Each year the Executive Director or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program; the reasons for the child's identification; the child's level of English proficiency; 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); and any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of an LEP program.
- b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

- a. Each year, school system officials shall disseminate to all parents, schools and the public a school system report card containing aggregated information, including, but not limited to:
 - i. student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications.
- b. Each year, school system officials shall disseminate to all parents, schools and the community the results of the LEA's yearly progress review of each school.

3. Teacher Qualifications

- a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child. (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide 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 is not 'highly qualified' as defined in the No Child Left Behind Act.

4. Parental Rights and Opportunities for Involvement

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

F. Website Notification

When a Title I school is identified for improvement, corrective action or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice, unless the requirements to provide such options have been waived by the U.S. Department of Education: beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice; for the current school year, a list of available schools which students eligible to participate in public school choice may transfer; beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The Executive Direction shall 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.; 20 U.S.C. 7801(32); Public School Choice Non Regulatory Guidance, U.S. Department of Education (January 14, 2009); Supplemental Educational Services Non-Regulatory Guidance, U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); State Board of Education Policy TCSR-000 Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820) Other Resources: Giving Parents Options: Strategies for Informing Parents and Implementing Public School Choice and Supplemental Educational Services Under No Child Left Behind, U.S. Department of Education Office of Innovation and Improvement (September 2007) Adopted: