

1 The Transylvania County Board of Education (the “board”) recognizes the value of family
2 engagement in a child’s academic success and believes that the education of children is an
3 ongoing cooperative partnership between the home and the school. Parents and other family
4 members are their children’s first teachers; therefore, the continued involvement of parents and
5 family members in the educational process is most important in fostering and improving
6 educational achievement. School system officials shall strive to support parents and provide
7 parents and family members with meaningful opportunities to become involved in the programs
8 offered by the Title I schools. The board encourages parents and family members to participate
9 in the design and implementation of the programs and activities in order to increase the
10 effectiveness of the school system’s Title I program in helping students meet state and local
11 achievement standards.

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13 **A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT**

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15 For the purposes of this policy, the term “parent and family engagement” means the
16 participation of parents, guardians, and other family members in regular, two-way, and
17 meaningful communication involving student learning and other school activities,
18 including ensuring the following:

- 19
20 1. that parents and family members play an integral role in assisting their child’s
21 learning;
- 22
23 2. that parents and family members are encouraged to be actively involved in their
24 child’s education at school;
- 25
26 3. that parents are full partners in their child’s education and parents and family
27 members are included, as appropriate, in decision making and on advisory
28 committees to assist in the education of their child; and
- 29
30 4. that the school system utilizes activities to support parent and family engagement
31 in the Title I programs.

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33 **B. PURPOSE AND OPERATION OF TITLE I PROGRAM**

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35 The Title I program is a federally supported program that offers assistance to
36 educationally and economically disadvantaged children to help ensure they receive an
37 equitable, high-quality, well-rounded education and meet the school system’s challenging
38 academic standards. The Title I program provides instructional activities and supportive
39 services to eligible students over and above those provided by the regular school
40 program.

41
42 Qualified Title I schools will operate as school-wide programs or targeted assistance
43 programs based upon federal eligibility criteria. School-wide programs will provide

44 comprehensive support to offer improved opportunities for all students in the school to
45 meet the school’s academic standards. Targeted assistance programs will provide
46 services to eligible students in the school most in need of assistance, as determined by
47 objective criteria established by the superintendent or designee. Eligibility criteria may
48 include, for example, standardized test scores, teacher judgment, and results of preschool
49 screening and home-school surveys.

50
51 Both school-wide and targeted assistance programs shall be based on effective means of
52 improving student achievement and shall include evidence-based strategies to support
53 parent and family engagement.

54
55 Transylvania County Schools operates school-wide Title I programs at each of its
56 elementary schools.

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58 **C. ANNUAL MEETING AND PROGRAM EVALUATION**

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60 Each year, school officials must invite parents of student participating in Title I programs
61 to a meeting to explain parental rights, to discuss the programs and activities to be
62 provided with Title I funds, and to solicit input on the Title I program and this policy. In
63 addition, school officials must provide parents and family members a meaningful
64 opportunity annually to evaluate the content and effectiveness of the Title I programs and
65 the parent and family engagement policies and plans. Information collected from these
66 proceedings will be used to revise Title I programs and parent and family engagement
67 plans.

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69 **D. PARENT AND FAMILY ENGAGEMENT EFFORTS**

70
71 The board believes that the involvement of Title I parents and family members in the
72 design and implementation of the Title I program will increase the effectiveness of the
73 program and contribute significantly to the success of the children. The Title I staff and
74 all school system personnel shall strive to conduct outreach to parents and family
75 members and involve them in activities throughout the school year.

76
77 The superintendent shall ensure that this system-level parent and family engagement
78 policy and plan is developed with, agreed upon with, and annually distributed to parents
79 and family members of participating students. In addition to the system-level parent and
80 family engagement plan, each school participating in the Title I program shall jointly
81 develop and annually distribute to parents and family members a school-level written
82 parent and family engagement plan that describes the means for carrying out school-level
83 policy, sharing responsibility for student academic achievement, building the capacity of
84 school staff and parents for involvement, and increasing accessibility for participation of
85 all parents and family members of children participating in Title I programs, including
86 parents and family members who have limited English proficiency, who have disabilities,

87 or who are migratory. School-level plans must involve parents in the planning and
88 improvement of Title I activities and must provide for the distribution to parents of
89 information on expected student achievement levels and the school's academic
90 performance.

91
92 School officials shall invite appropriate school personnel from private schools to consult
93 on the design and development of its programs in order to provide equitable services to
94 students enrolled in private schools. The superintendent or designee shall establish any
95 additional procedures necessary to achieve timely and meaningful consultation with
96 private school officials in accordance with federal law.

97
98 In addition, school system officials and Title I school personnel shall do the following:
99

- 100 1. involve parents and family members in the joint development of the Title I
101 program and school support and improvement **plan** and the process of school
102 review and improvement by including parents on the school advisory committee
103 and any committees that review the Title I program;
- 104
105 2. provide coordination, technical assistance, and other support from various central
106 office departments necessary to assist and build the capacity of all participating
107 schools in planning and implementing effective parent and family engagement
108 activities that are designed to improve student academic achievement and school
109 performance;
- 110
111 3. coordinate and integrate parent and family engagement strategies in the Title I
112 program to the extent feasible and appropriate with parental engagement
113 strategies established in other federal, state, and local laws and programs;
- 114
115 4. with the meaningful involvement of parents, conduct an annual evaluation of the
116 content and effectiveness of the school system parent and family engagement
117 policies and program in improving the academic quality of the school and
118 assisting students to meet the school system's academic standards;
- 119
120 5. strive to eliminate barriers to parental participation by assisting parents who have
121 disabilities and parents who are economically disadvantaged, have limited English
122 proficiency, are migratory, or have other backgrounds or characteristics that may
123 affect participation;
- 124
125 6. provide outreach and assistance to parents and family members of children who
126 are participating in Title I programs in understanding the state's testing standards,
127 the assessments used, Title I requirements, and all national, state, and local
128 standards and expectations through such efforts as community-based meetings,
129 posting information on school 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, 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;
 9. 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 literacy training or using technology, which may include education about the harms of copyright privacy;
 10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public 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;
 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 in education;
 12. ensure that parents 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 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:

- 173
174 a. the reasons for the child’s identification;
175
176 b. the child’s level of English proficiency and how such level was assessed;
177
178 c. methods of instruction;
179
180 d. how the program will help the child;
181
182 e. the exit requirements for the program;
183
184 f. if the child has a disability, how the language instruction educational program
185 meets the objectives of the child’s individualized educational program (IEP);
186
187 g. any other information necessary to effectively inform the parent of the
188 program and the parental rights regarding enrollment, removal, and selection
189 of a program for English learners; and
190
191 h. notice of regular meetings for the purpose of formulating and responding to
192 recommendations from parents.
193

194 2. System Report Card

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196 Each year, school system officials shall disseminate to all parents, schools, and
197 the public a school system report card containing information about the school
198 system and each school, including, but not limited to:
199

- 200 a. the following information both in the aggregate and disaggregated by
201 category: student achievement, graduation rates, performance on other
202 school quality and/or student success indicators, the progress of students
203 toward meeting long-term goals established by the state, student
204 performance on measures of school climate and safety, and, as available,
205 the rate of enrollment in post-secondary education;
206
207 b. the performance of the school system on academic assessments as
208 compared to the state as a whole and the performance of each school on
209 academic assessments as compared to the state and school system as a
210 whole;
211
212 c. the percentage and number of students who are:
213 i. assessed,
214 ii. assessed using alternate assessments,
215 iii. involved in preschool and accelerated coursework programs, and

- 216 iv. English learners achieving proficiency;
217
218 d. the per pupil expenditures of federal, state, and local funds; and
219
220 e. teacher qualifications.
221

222 **3. Teacher Qualifications**

- 223
224 a. At the beginning of each year, school system officials shall notify parents
225 of students who are participating in the Title I programs of the right to
226 request certain information on the professional qualifications of the
227 student's classroom teachers and paraprofessionals providing services to
228 the child (see policy 7820, Personnel Files).
229
230 b. The principal or designee of a Title I school shall provide timely notice
231 informing parents that their student has been assigned to or has been
232 taught for at least four consecutive weeks by a teacher who does not meet
233 applicable state certification or licensure requirements at the grade level or
234 subject area in which the teacher has been assigned.
235

236 **4. Parental Rights and Opportunities for Involvement**

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238 a. Each year, the principal or designee of a Title I school shall provide notice
239 to parents of the school's written parent and family engagement policy,
240 parents' right to be involved in their child's school, and opportunities for
241 parents and family members to be involved in the school.
242
243 b. Each year, the principal or designee of a Title I school shall provide notice
244 to parents of their right to request information regarding student
245 participation in state-required assessments.
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247 **F. WEBSITE DISTRIBUTION OF INFORMATION**

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

- 251
252 1. the report card described in subsection E.2, above; and
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254 2. information on each assessment required by the state and, where feasible, by the
255 school system, organized by grade level. The information must include:
256
257 a. the subject matter assessed;
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