

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

10 11 **A. DEFINITION OF PARENTAL INVOLVEMENT**

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13 For the purposes of this policy and the Title I program, the term “parental involvement”
14 means the participation of parents and guardians in regular, two-way, and meaningful
15 communication involving student academic learning and other school activities, including
16 ensuring the following:

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

29 30 **B. PURPOSE AND OPERATION OF TITLE I PROGRAM**

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32 The Title I program is a federally supported program that offers assistance to
33 educationally and economically disadvantaged children to help ensure they meet the
34 school system’s challenging academic standards. The Title I program provides
35 instructional activities and supportive services to eligible students over and above those
36 provided by the regular school program. When applicable, students must be selected to
37 receive Title I services based on objective criteria that are consistent with federal and
38 state requirements, such as standardized test scores, teacher judgment, and results of pre-
39 school screening and home-school surveys.

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41 Qualified Title I schools will operate as school-wide programs or targeted ~~assisted~~
42 **assistance** programs based upon federal eligibility criteria. School-wide programs will
43 utilize a comprehensive school improvement process enabling schools to serve all
44 students in the school. Targeted assistance programs will provide services to eligible

45 students in the school having the greatest need for assistance.

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47 Both school-wide and targeted assistance programs shall be based on effective means of
48 improving student achievement and shall include strategies to support parental
49 involvement.

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51 Transylvania County Schools operates school-wide Title I programs at each of its
52 elementary schools.

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54 **C. ANNUAL MEETING**

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

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63 **D. PARENTAL INVOLVEMENT EFFORTS**

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65 The board believes that the involvement of Title I parents in the design and
66 implementation of the Title I program will increase the effectiveness of the program and
67 contribute significantly to the success of the children. The Title I staff and all school
68 system personnel shall strive to involve parents in activities throughout the school year.

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70 The superintendent shall ensure that this system-level parental involvement policy is
71 developed with, agreed upon with, and annually distributed to parents of participating
72 students. In addition to the system-level parental involvement policy, each school
73 participating in the Title I program shall jointly develop and annually distribute to parents
74 a school-level written parental involvement policy that describes the means for carrying
75 out school-level policy, sharing responsibility for student academic achievement,
76 building the capacity of school staff and parents for involvement, and increasing
77 accessibility for participation of all Title I parents, including parents with limited English
78 proficiency, parents with disabilities, and parents of migratory children. School-level
79 plans must involve parents in the planning and improvement of Title I activities and must
80 provide for the distribution to parents of information on expected student proficiency
81 levels and the school's academic performance.

82
83 School officials will invite appropriate school personnel from private schools to consult
84 on the design and development of its programs in order to provide equitable services to
85 students enrolled in private schools. The superintendent or designee will establish
86 procedures to achieve timely and meaningful consultation with private school officials in
87 accordance with federal law.

88

In addition, school system officials and 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 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 involvement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;
4. coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as Head Start and similar programs;
5. with the involvement of parents, 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;
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;
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

- 133 child and the school's academic performance, and provide materials and training
134 to help parents monitor their child's progress and work with educators to improve
135 achievement through such methods as technology or literacy training;
136
- 137 11. coordinate and integrate parental involvement programs with pre-school programs
138 and conduct other activities in the community that encourage and support parents
139 to more fully participate in the education of their child;
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- 141 12. strengthen the partnership with agencies, businesses, and programs that operate in
142 the community;
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- 144 13. ensure that parents are involved in the school's Title I activities; and
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- 146 14. provide such other reasonable support for Title I parental involvement activities
147 as requested by parents.
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149 **E. NOTICE REQUIREMENTS**
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151 School system officials and Title I school personnel shall provide effective notice of the
152 following information as required by law. The notice must be in an understandable and
153 uniform format and, to the extent practicable, in a language the parents can understand.
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155 **1. LEP Program**
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- 157 a. Each year the principal or designee shall provide notice of the following to
158 parents of limited English proficient (LEP) children identified for
159 participation in a Title I, Part A-funded language-instruction educational
160 program:
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- 162 i. the reasons for the child's identification;
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- 164 ii. the child's level of English proficiency;
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- 166 iii. methods of instruction;
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- 168 iv. how the program will help the child;
169
- 170 v. the exit requirements for the program;
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- 172 vi. if the child has a disability, how the language instruction educational
173 program meets the objectives of the child's individualized
174 educational program (IEP); and
175
- 176 vii. any other information necessary to effectively inform the parent of

177 the program and the parental rights regarding enrollment, removal,
178 and selection of an LEP program.

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180 b. The principal or designee of a school with a Title I, Part A-funded
181 language instruction program that has failed to make progress on the
182 annual achievement objectives for LEP students, shall notify the parents of
183 such failure no later than 30 days after the failure occurs.

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185 **2. System Report Card and School Progress Review**

- 186
187 a. Each year, school system officials shall disseminate to all parents, schools,
188 and the public a school system report card containing aggregate
189 information, including, but not limited to, student achievement
190 (disaggregated by category), graduation rates, performance of the school
191 system, and teacher qualifications.
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193 b. Each year, school system officials shall disseminate to all parents, schools,
194 and the community the results of the LEA's yearly progress review of
195 each school.

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197 **3. Teacher Qualifications**

- 198
199 a. Each year, school system officials shall notify parents of Title I students of
200 the right to request certain information on the professional qualifications
201 of the student's classroom teachers and paraprofessionals providing
202 services to the child (see policy 7820, Personnel Files).
- 203
204 b. The principal or designee of a Title I school shall provide timely notice
205 informing parents that their student has been assigned to or has been
206 taught for at least four consecutive weeks by a teacher who is not "highly
207 qualified" as defined in the No Child Left Behind Act.

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

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

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215 **F. WEBSITE NOTIFICATION**

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217 When a Title I school is identified for improvement, corrective action, or restructuring,
218 the school system will display on its website the following information in a timely
219 manner to ensure that parents have current information regarding supplemental services

- 220 and public school choice, unless the requirements to provide such options have been
221 waived by the U.S. Department of Education:
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- 223 1. beginning with data from the 2007-2008 school year and for each subsequent
224 school year, the number of students who were eligible for and the number of
225 students who participated in public school choice;
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 - 227 2. for the current school year, a list of available schools to which students eligible to
228 participate in public school choice may transfer;
229
 - 230 3. beginning with data from the 2007-2008 school year and for each subsequent
231 school year, the number of students who were eligible for and the number of
232 students who participated in supplemental educational services; and
233
 - 234 4. for the current school year, a list of supplemental educational services providers
235 approved by the state to serve the school system and the locations where services
236 are provided.
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238 The superintendent shall develop administrative procedures to implement the requirements of
239 this policy.
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241 Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et*
242 *seq.*, 34 C.F.R. pt. 200.; 20 U.S.C. 7801(32); *Public School Choice Non-Regulatory Guidance*,
243 U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-*
244 *Regulatory Guidance*, U.S. Department of Education (January 14, 2009); U.S. Department of
245 Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request
246 (May 29, 2012)
247

248 Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the
249 Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files
250 (policy 7820)
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252 Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing*
253 *Public School Choice and Supplemental Educational Services Under No Child Left Behind*, U.S.
254 Department of Education Office of Innovation and Improvement (September 2007)
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256 Adopted: September 15, 2014
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258 Revised: September 21, 2015; [DATE]