

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

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12 **A. DEFINITION OF PARENTAL INVOLVEMENT**

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

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

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

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

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

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

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52 **C. ANNUAL MEETING**

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

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61 **D. PARENTAL INVOLVEMENT EFFORTS**

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

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

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81 School officials will invite appropriate school personnel from private schools to consult
82 on the design and development of its programs in order to provide equitable services to
83 students enrolled in private schools. The superintendent or designee will establish

84 procedures to achieve timely and meaningful consultation with private school officials in
85 accordance with federal law.

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87 In addition, school system officials and Title I school personnel shall do the following:
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- 89 1. Involve parents in the joint development of the Title I Program and the process of
90 school review and improvement by including parents on the school advisory
91 committee and committees that review the Title I program;
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- 93 2. Provide coordination, technical assistance, and other support from various central
94 office departments necessary to assist participating schools in planning and
95 implementing effective parental involvement activities that are designed to
96 improve student academic achievement and school performance;
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- 98 3. Build the schools' and parents' capacity for strong parental involvement by
99 collecting and disseminating information on effective parental involvement
100 techniques;
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- 102 4. Coordinate and integrate parental involvement strategies with parental
103 involvement activities in other programs, such as Head Start and similar
104 programs;
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- 106 5. With the involvement of parents, conduct an annual evaluation of the content and
107 effectiveness of the school system parental involvement policies and program in
108 improving the academic quality of the school;
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- 110 6. Strive to eliminate barriers to parental participation by assisting parents with
111 disabilities and parents who are economically disadvantaged, have limited English
112 proficiency, are migratory, or have other backgrounds or characteristics that may
113 affect participation;
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- 115 7. Provide assistance to parents of participating Title I children in understanding the
116 state's testing standards, the assessments used, Title I requirements, and all
117 national, state, and local standards and expectations through such efforts as
118 community-based meetings, sending information home, newsletters, workshops,
119 and newspaper articles;
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- 121 8. Design a parent–student–school staff compact that sets out respective
122 responsibilities in striving to raise student achievement and explains how an
123 effective home/school partnership will be developed and maintained;
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- 125 9. With the assistance of parents, ensure that teachers, pupil services personnel,
126 principals, and other staff are educated in the value of parents as partners in the
127 educational process and understand how to work with, communicate with, and
128 reach out to parents as equal partners in education;
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- 130 10. Distribute to parents information on expected student proficiency levels for their
131 child and the school's academic performance, and provide materials and training
132 to help parents monitor their child's progress and work with educators to improve
133 achievement through such methods as technology or literacy training;
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- 135 11. Coordinate and integrate parental involvement programs with pre-school
136 programs and conduct other activities in the community that encourage and
137 support parents to more fully participate in the education of their child;
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- 139 12. Strengthen the partnership with agencies, businesses, and programs that operate in
140 the community;
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- 142 13. Ensure that parents are involved in the school's Title I activities; and
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- 144 14. Provide such other reasonable support for Title I parental involvement activities
145 as requested by parents.
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147 **E. NOTICE REQUIREMENTS**
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149 School system officials and Title I school personnel shall provide effective notice of the
150 following information as required by law. The notice must be in an understandable and
151 uniform format and, to the extent practicable, in a language the parents can understand.
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153 **1. LEP Program**
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- 155 a. Each year the principal or designee shall provide notice of the following to
156 parents of limited English proficient (LEP) children identified for
157 participation in a Title I, Part A-funded language-instruction educational
158 program:
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- 160 i. The reasons for the child's identification;
 - 161 ii. The child's level of English proficiency;
 - 162 iii. Methods of instruction;
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 - 164 iv. How the program will help the child;
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- v. The exit requirements for the program;
 - vi. If the child has a disability, how the language instruction educational program meets the objectives of the child’s individualized educational program (IEP); and
 - vii. 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.

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2. System Report Card and School Progress Review

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- a. Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing aggregate information, including, but not limited to, 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.

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3. Teacher Qualifications

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- 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.

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4. Parental Rights and Opportunities for Involvement

209 Each year, the principal or designee of a Title I school shall provide notice to
210 parents of the school's written parental policy, parents' right to be involved in
211 their child's school, and opportunities for parents to be involved in the school.
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213 **F. WEBSITE NOTIFICATION**
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215 When a Title I school is identified for improvement, corrective action, or restructuring,
216 the school system will display on its website the following information in a timely
217 manner to ensure that parents have current information regarding supplemental services
218 and public school choice:
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- 220 1. Beginning with data from the 2007-2008 school year and for each subsequent
221 school year, the number of students who were eligible for and the number of
222 students who participated in public school choice;
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- 224 2. For the current school year, a list of available schools to which students eligible to
225 participate in public school choice may transfer;
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- 227 3. Beginning with data from the 2007-2008 school year and for each subsequent
228 school year, the number of students who were eligible for and the number of
229 students who participated in supplemental educational services; and
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- 231 4. For the current school year, a list of supplemental educational services providers
232 approved by the state to serve the school system and the locations where services
233 are provided.
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235 The superintendent shall develop administrative procedures to implement the requirements of
236 this policy.
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238 Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et*
239 *seq.*, 34 C.F.R. pt. 200.; 20 U.S.C. 7801(32); *Public School Choice Non-Regulatory Guidance*,
240 U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-*
241 *Regulatory Guidance*, U.S. Department of Education (January 14, 2009); U.S. Department of
242 Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request
243 (May 29, 2012); State Board of Education Policy TCS-R-000
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245 Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing*
246 *Public School Choice and Supplemental Educational Services Under No Child Left Behind*, U.S.
247 Department of Education Office of Innovation and Improvement (September 2007)
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251 APPROVED BY BOARD
252 AND EFFECTIVE _____
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