

Parent and Family Engagement Policy

Rocky Mount Prep recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. Single site school officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs. Rocky Mount Prep encourages parents and family members to participate in the design and implementation of the programs and 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 PARENT AND FAMILY ENGAGEMENT

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

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

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

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

Qualified Title I schools will operate as school-wide programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards.

School-wide programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

C. ANNUAL MEETING AND PROGRAM EVALUATION

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

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

Rocky Mount Prep believes that the involvement of Title I parents and family members 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 single site school personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The Head of School shall ensure that this school-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of all students. The Head of School will jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan 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 for participation of all parents and family members of all students, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

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

1. involve parents and family members in jointly developing the consolidated application and the support and improvement plans for the school by including parents on the school advisory committee and through membership in the school's PTO.
2. coordinate, provide technical assistance, and other support necessary to assist and build the capacity of school staff and stakeholders in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in

effectively engaging parents and family members in education. These activities include curriculum nights, parent/teacher conferences, and special programs such as Grub and Grow, Parent-Partnership Meetings, Opportunity Night and grade-level specific field trips and events. The school will offer conferences at convenient times for families that will assist the parents and family members with ways to improve their child's achievement.

3. coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. The school will provide a variety of opportunities for parents and family members to participate in throughout the year, including families with disabilities and Limited English Proficiency. Rocky Mount Prep will work to keep parents and family members informed of academic content, the North Carolina Accountability Program, local and state assessments, and student performance standards.
4. conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school. This evaluation shall identify the following:
 - a. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English Proficiency, have limited literacy or are any racial or ethnic minority background);
 - b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and
 - c. strategies to support successful school and family interactions.

Rocky Mount Prep will use these findings to design evidence-based strategies for more effective parental involvement, and revise, if necessary, the parent and family engagement policy.

5. provide outreach and assistance to parents and family members of all 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, posting information on school websites, sending information home, newsletters, workshops and newspaper articles;
6. design a parent–student–school staff compact (commitment to excellence) that sets out responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
7. 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;

8. 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 piracy;
9. 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;
10. ensure that parents are involved in the school's Title I activities; and
11. 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 Head of School 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:

- a. the reasons for the child's identification;
- b. the child's level of English proficiency and how such level was assessed;
- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);

- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of a program for English learners; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card Each year, single site school officials shall disseminate to all parents, a report card containing information about the single site school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;

- b. the performance of the single site school on academic assessments as compared to the state as a whole and the performance of the school on academic assessments as compared to the state;

- c. the percentage and number of students who are: i. assessed, ii. assessed using alternate assessments, iii. and accelerated coursework programs, and iv. English learners achieving proficiency;

- d. the per pupil expenditures of federal, state, and local funds; and

- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, single-site school officials shall notify all parents of all students who are participating in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child.

- b. The Head of School 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 does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

4. Parental Rights and Opportunities for Involvement

- a. Each year, the Head of School or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.

b. Each year, the principal or designee of a Title I school shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, single site school officials shall publicize on the school website;

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

The Head of School shall develop any administrative procedures necessary 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

Section 1116 (a) (2) of the Elementary and Secondary Act (ESEA)

Cross References: Parental Involvement (policy 1310/4002, Goals and Objectives of the Educational Program (policy 3000, Curriculum Development (policy 3100), Personnel Files (policy 7820)

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