

The School recognizes that having Parents and foster caregivers of Students actively involved in Students' education promotes Student success in educational efforts. This involvement of Parents and foster caregivers is likely to bring about overall improvements in academic achievement and encourage positive Student behavior.

In order for our faculty and staff to effectively educate our children, we welcome our Parents and foster caregivers as partners. Parents and foster caregivers are strongly encouraged to participate in a variety of activities and forums that will support our Students academically and add to the vitality of our school.

Parents and foster caregivers will be expected to participate in regularly scheduled status reviews and to sign an agreement with the School confirming their commitment to the educational success of their child. A status review is a formally scheduled conversation between faculty and Parents/foster caregivers in order to discuss their Student's development and progress. Parents and foster caregivers will be required to confer with faculty about their child's social and academic achievement on a regular basis, as scheduled by the School on the School calendar. Parents should attend status reviews in order to receive written report cards. The School also encourages Parents to initiate conferences about their questions and concerns with the Head of School or his/her designee and/or faculty members.

The School further encourages Parents and foster caregivers to do the following:

1. Engage in consistent and meaningful communication with the School, including active participation in any parent-teacher conferences/ status reviews;
2. Prioritize Student learning in both the School setting as well as at home;
3. Be aware of School policies, procedures and curriculum and contribute in order to promote the improvement of the School;
4. Participate in School activities where appropriate, including through efforts as a volunteer; and
5. Support and reinforce Student learning at home.

The School will make available information regarding the School's policies, procedures, programs, and curriculum in both in a format and language that is understandable to Parents and foster caregivers.

*R.C. 3313.472*

**203.1****Parent and Family Engagement in Title I Programs**

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with Parents and family members (family) of the students being served. Accordingly, the School establishes this parent and family engagement policy, which will be reviewed and approved annually by the Board and distributed to family of children receiving Title I services. The School will address and strive to achieve the following:

- A. involve family in the development of the School's Title I plans and in the development of support and improvement plans, if necessary;
- B. provide coordination, technical assistance, and other support necessary to plan and implement effective family involvement activities;
- C. coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local laws and programs;
- D. in consultation with family, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
  1. identifying barriers to greater family participation;
  2. identifying the needs of family to assist with the learning of their children;
  3. identifying strategies to support successful school and family interactions; and
  4. designing evidence-based strategies for more effective family involvement based on the findings of the annual evaluation, and revising the parent and family engagement policy, if necessary;
- E. provide opportunities for the informed participation of family who are English language learners, family with disabilities, and family of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such family can understand;
- F. conduct meetings with family including provisions for flexible scheduling and assistance to family to better assure their attendance at meetings;
- G. develop agendas for family meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- H. communicate information concerning school performance profiles and their child's individual performance to family;
- I. assist family in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- J. provide timely responses to family questions, concerns, and recommendations;
- K. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

- L. convene an annual meeting at a convenient time to which all family of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement plan. The School-Family Compact will be given to parents prior to school opening. It describes how the staff, family, and students will share the responsibility for improving student achievement. See **Appendix 203.1-A**;
- M. provide materials and training to help family work with students to improve achievement;
- N. educate teachers, specialized instructional support personnel, school leaders, and other staff, with the assistance of family, about the value and utility of contributions of family, how to reach out to, communicate with, and work with family as equal partners, how to implement and coordinate family programs, and how to build ties between families and the school;
- O. consider training family to enhance the involvement of other families;
- P. consider establishing a family advisory council to provide advice on all matters related to family engagement programs;
- Q. develop appropriate roles for community-based organizations and businesses in family engagement involvement activities.

The School shall reserve at least one percent of its Title I funds to carry out the activities described in this section, unless one percent constitutes less than \$5,000.00, in which case the School is not required to reserve a specific amount.

*20 U.S.C. 6318 et seq.*