**WAKE COUNTY BOARD OF EDUCATION POLICY MANUAL**

**TITLE I FAMILY ENGAGEMENT Policy Code: 1320/3560**

**The Wake County Board of Education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children’s first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become involved in the programs offered by Title I funded schools. The Board encourages parents 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 FAMILY ENGAGEMENT**

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

**1. that parents play an integral role in assisting their child’s learning;**

**2. that parents 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 are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and**

**4. that the school system engages in activities to support 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 meet the school system’s challenging academic standards. Qualified Title I schools meet or exceed the Free-reduced Lunch percentage threshold established by the school system and will operate as school-wide programs. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Programs in these schools shall be based on effective means of improving student achievement and shall include strategies to support family engagement.**

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**C. ANNUAL MEETING**

**Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, and the school-wide model for Title I will be discussed. In addition, all parents will have an opportunity to provide input into evaluating the effectiveness of the Title I programs and the family engagement policies and plans. Data collected from these findings will be used to revise Title I programs and family engagement plans.**

**D. FAMILY ENGAGEMENT EFFORTS**

**Involvement of Title I parents and guardians contributes significantly to the success of the children. The Title I staff and all school system personnel shall strive to involve parents in activities throughout the school year. The Superintendent shall ensure that this system-level family engagement policy is developed with, agreed upon with, and annually distributed to parents of participating students. In addition to the system-level family engagement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents a school-level written family engagement policy 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 Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children. 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 proficiency levels and the school’s academic performance. School officials will invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The Superintendent or designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law. 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 plan and the process of school review and improvement;**

**2. provide coordination, technical assistance, and other support from various central office departments necessary to assist participating schools in planning and implementing effective family engagement activities that are designed to improve student academic achievement and school performance;**

**3. build the schools’ and parents’ capacity for strong family engagement;**

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**coordinate and integrate family engagement strategies with family engagement activities in other programs, that prepare children for school and parents for their role in supporting their children’s learning;**

**5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system family engagement 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 children in Title I funded schools in understanding the state’s testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through varied and multiple means of communication; 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 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;**

**11. coordinate and integrate family engagement programs with 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;**

**12. strengthen the partnership with agencies, businesses, and programs that operate in the community;**

**13. ensure that parents are involved in the school’s activities; and**

**14. provide such other reasonable support for family engagement activities as requested by parents.**

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

**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.**

**2. Teacher Qualifications**

**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. 3. Parental Rights and Opportunities for Involvement Each year, the principal or designee of a Title I school shall provide notice to parents of the school’s written parental policy, parents’ right to be involved in their child’s school, and opportunities for parents to be involved in the school. Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 et seq., 34 C.F.R. pt. 200.; 20 U.S.C. 7801(32); Public School Choice Non-Regulatory Guidance, U.S. Department of Education (January 14, 2009); Supplemental Educational Services NonRegulatory Guidance, U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012) Adopted:**