

## Victory Charter School

### INSTRUCTION

2420

#### Title I Parent Involvement

The Charter School endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schools.

Pursuant to federal law the Charter School will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy. The notice shall inform parents of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. To the extent practicable, each parent should receive the policy in a language they can understand.

The Board directs the Principal to develop a plan to provide support for the school in planning and implementing parent involvement activities.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the parental involvement program for the next school year. Proposed activities to address the requirements of parental-involvement goals shall be presented.

In addition to the required annual meeting, at least three (3) additional activities shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These activities shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the Charter School Board of Directors; and
5. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement and to revise policy as necessary.

Parents with disabilities shall be provided with an opportunity to request the auxiliary aids and services of their choice. Such support shall be provided by the school unless it demonstrates that

another effective means of communication exists or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or is an undue financial and administrative burden. Outreach efforts shall include outreach to parents of limited English proficient students to inform them of how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging state academic achievement standards and state academic content standards expected of all students.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

If the Charter School receives Title I funds, it shall develop jointly with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education; and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.
4. Describe students' responsibility for academic improvement.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212  
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans

P.L. 107-110, “No Child Left Behind Act of 2001,” Title I – Improving the  
Academic Achievement of the Disadvantaged, § 1118  
20 U.S.C. § 6318 No Child Left Behind

Policy History:

Adopted on:

Revised on: