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**TITLE I PARENT AND FAMILY ENGAGEMENT POLICY**

**District Level**

Vision Academy CS (“LEA”) is committed to providing a quality education for every student. Academic success increases significantly when Parents/Guardians are engaged and form strong partnerships with their student's school. Vision Academy CS as LEA therefore will implement programs, activities, and procedures for the involvement of Parents/Guardians in accordance with Title I of the Elementary and Secondary Education Act of 1965 (ESEA). This federal statute defines "parental involvement" as the participation of Parents/Guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That Parents/Guardians play an integral role in assisting their student's learning;
- That Parents/Guardians are encouraged to be actively involved in their student's education at school;
- That parents are full partners in their student's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their student; and
- The carrying out of other activities, such as those described in Section in 1118 of the ESEA.

The School adopts this Title I Parent and Family Engagement Policy, which will be distributed to Parents/Guardians at the Annual Title I Parent Meeting, and is intended to be revised and/or refined with input from Parents/Guardians. This policy will be posted on the Student's School's website for accessibility to Parents/Guardians and members of the community, and will be placed in the Student-Parent/Guardian Handbook.

**Communication with Parents/Guardians**

Ongoing communication providing information about the Student's School's curriculum, state and local assessments, measurement of individual progress, intervention program and how students are selected for intervention services will be conveyed to Parents/Guardians through:

- Back to School Night
- Parent Night Workshops tailored to student and parent/guardian needs
- Meetings at various times throughout the school year and at different times of the day
- Parent/Guardian - Teacher Conferences, and availability of additional conferences with the Principal and teachers as needed in order to facilitate open communication
- Regular communication by the classroom teacher
- Other contact by email, phone or letter
- Report cards
- Website, social media postings

**Parent/Guardian Involvement**

The Student's School will take the following actions to involve Parent/Guardians in Title I planning, review and improvement of school programs:

- By convening an annual Title I meeting to inform Parents/Guardians of the Student's School's participation in the Title I program, program overview and requirements, and Parents/Guardians' involvement and rights.
- Including Parent/Guardian representatives to serve on a committee to plan, review and update the School's Title I program including development of all School plans such as the Parent Involvement Policy and the School-Parent Compact, which outlines how responsibility for learning will be shared. The Parent Involvement Policy and the School- Parent Compact will be reviewed annually and updated as needed.
- Holding Parent/Guardian Partnership meetings to provide recommendations, materials, and training to help Parents/Guardians work with their student to improve academic achievement, and to help Parents/Guardians better understand the State's academic standards and results of State and Local assessments.
- Providing opportunities throughout the school year in which Parents/Guardians will be encouraged to participate in school events and volunteer in activities.
- Ensuring full opportunities for participation and involvement of all Parents/Guardians, regardless of whether they or their student have disabilities, migratory status, or limited English proficiency, by providing information about the Student's School's Title I Program and other programs, school meetings and activities to all participating families in an understandable format and language that Parents/Guardians can understand.
- When appropriate and necessary, allowing use of Title I funds to pay reasonable and necessary expenses associated with parental involvement activities including transportation, childcare, or home visits to enable Parents/Guardians to participate in school-related meetings and training sessions.

### **School-Parent Compact**

Incorporated as a component of the Title I Parental Involvement Policy, the Student's School distributes to Parents/Guardians of participating students the School-Parent Compact, which will be signed by all parties responsible for academic achievement. Jointly developed with parental input, the School-Parent Compact outlines how Parents/Guardians, the entire school staff, and students will share the responsibility for improved student academic achievement, and describes specific ways that the Student's School and families will partner to help students achieve the State's high academic standards. It addresses not only items suggested by Parents/Guardians of Title I students, but also the following legally required items:

- The Student's School's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet State academic standards;

- The ways that Parents/Guardians will be responsible for supporting their student's learning; and
- The importance of ongoing communication between Parents/Guardians and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff for additional conferencing in person, by telephone or email; and opportunities for Parents/Guardians to volunteer and participate in the Student's School.

### **Parent/Guardian Input**

The Student's School's Title I program welcomes input from Parents/Guardians, and will take the following actions:

- Administer family satisfaction questionnaires every Spring, not only to evaluate the effectiveness of the Title I program, but also to assess levels of parental involvement and barriers, which will serve as a basis for planning and the improvement of the program
- Administer a family needs/interest survey during the school year
- Offer a variety of parental meetings and workshops
- Obtain feedback from Parents/Guardians of workshop content and delivery, with opportunity for Parents/Guardians to suggest workshop topics

### **Building Capacity Through Parent/Guardian Training and Support**

In order to build the capacity of the Student's School and Parents/Guardians for strong parental involvement, to support a partnership among the Student's School, Parents/Guardians and the community to improve student academic achievement, the Student's School will provide, as appropriate, assistance, training and materials to Parents/Guardians in order to assist in their understanding of:

- Title I program overview, including an explanation of the program requirements and the rights of Parents/Guardians to be involved
- The Student's School's curriculum
- The Student's School's report card
- State and Local academic assessments used to measure student progress, and expected proficiency levels
- Common Core standards
- How to monitor student progress
- Strategies for helping students learn, especially in literacy and mathematics

In addition to the annual Title I meeting, Parents/Guardians will be invited to attend:

- Back to School Night
- Report card conferences at least twice a year
- Parent/Guardian Partnership meetings and workshops tailored to specific grade levels

The Student's School will provide, if requested by Parents/Guardians, additional meetings for the School to receive suggestions from Parents/Guardians, and will respond to these as soon as practically possible.

The Student's School will disseminate to Parents/Guardians data regarding their student's achievement, progress reports, and classroom and standardized assessment results, to enable Parents/Guardians of participating students to know of, and to take steps to improve, as needed, individual academic achievement levels and to remain actively engaged in their student's educational progress. Parents/Guardians will also be provided with materials and training to help them to improve their student's academic achievement through the use of parental home activities and materials.

### **Building Capacity Through School Staff**

To support a partnership with Parents/Guardians for improving student academic achievement, the School will:

- Employ highly qualified teachers who will be provided with professional development, and will continually update resources and maintain an environment that facilitates learning; and
- Provide professional development training to school staff to strengthen parental involvement efforts relating to:
  - The value and utility of contributions of Parents/Guardians
  - How to reach out to, communicate and work with, Parents/Guardians as equal partners
  - Implementing and coordinating parental programs
  - Building ties between Parents/Guardians and the Student's School

### **Community Outreach/Collaboration**

The staff and families at the Student's School will seek ideas and suggestions from and will develop appropriate roles for community-based organizations and/or businesses, and will coordinate parental involvement with such community outreach efforts.

**Note:** This policy is reviewed annually.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.**

ADOPTED this 20th day of August, 2025

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President

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Secretary