

601 – Parental/Caregiver Engagement Policy

- I. Purpose:
 - A. Parental/caregiver engagement in the education of students is vital to providing an effective environment for learning. This policy provides expectations on how the Bryan Allen Stevenson School of Excellence (BASSE) will foster parental/caregiver engagement.
- II. Policy:
 - A. BASSE agrees to implement the following statutory requirements to meet the requirements of the, Every Student Succeeds Act (ESSA), and includes, as a component, a school-parent/caregiver compact consistent with that Act.
- III. Rationale:
 - A. Engaging parents/caregivers, guardians, and other stakeholders in the education of youngsters is essential to their success. Therefore, the following definitions and guidelines provide the expectations in order to achieve the collaboration necessary for excellence for all students.
- IV. Definitions:
 - A. Elementary and Secondary Education Act (ESEA) – A federal law that funds primary and secondary education. It was enacted in 1965 and is the nation’s national education law. The act emphasizes high standards and accountability, and funds are authorized for professional development, instructional materials, resources to support educational programs, and the promotion of parental/caregiver involvement.
 - B. Every Student Succeeds Act – Is a bi-partisan measure that reauthorizes the ESEA and replaces the No Child Left Behind Act. ESSA aims to ensure success for students and schools.
 - C. Parental/Caregiver Engagement – The participation of parents/caregivers in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring— that parents/caregivers play an integral role in assisting their child’s learning, that parents/caregivers are encouraged to be actively involved in their child’s education at school, that parents/caregivers 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, the carrying out of other activities, such as those described in ESSA.
- V. Implementation Guidelines:
 - A. BASSE will post the Parental/Caregiver Engagement Policy on the school’s website and the policy will be updated periodically to meet the changing needs of the students, the parents/caregivers, and the school.
 - B. BASSE will provide opportunities for the participation of all parents/caregivers,

including, to the extent practicable, providing information and school reports required under section 1111 of the Elementary and Secondary Education Act (ESEA) in an understandable and uniform format.

- C. BASSE will involve the parents/caregivers of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental/caregiver engagement is spent.
- D. BASSE will build capacity for strong parental/caregiver engagement, in order to ensure the effective engagement of parents/caregivers and to support a partnership among the school, parents/caregivers, and the community to improve student academic achievement.
- E. BASSE in accordance with the stated definition of parental/caregiver engagement, will carry out programs, activities, and procedures in accordance with this definition. BASSE will:
 - 1. Involve parents/caregivers in the joint development of its school parental/caregiver engagement plan under, section 1118, of the ESEA through a parent/caregiver-teacher group to review, provide input, and draft components of the engagement policy.
 - 2. Involve parents/caregivers in the process of school review and improvement under, section 1116, of the ESEA by presenting data and school improvement plans to the Student Success Team (SST) and the Board of Directors for input, review, and proposed changes.
 - 3. Hold an annual meeting to inform parents/caregivers of the school's participation in Title I, and Part A programs, and to explain the Title I, Part A requirements and the right of parents/caregivers to be involved.
 - 4. Provide parents/caregivers access to the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet through the school website, parent/caregiver nights, parent/caregiver conferences, progress reports, and other informal means of communication.
 - 5. At the request of the parents/caregivers, provide opportunities for regular meetings for parents/caregivers to formulate suggestions and to participate, as appropriate, in decisions about the education of their children through the SST and Parent/Caregiver-Teacher conferences.
 - 6. Provide each parent/caregiver an individual student report about the performance of their child on the State assessment in at least math and reading.
 - 7. Notify parents/caregivers with a letter when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
 - 8. Provide assistance to parents/caregivers of children served by the school,

as appropriate, in understanding: the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators through the school website, orientations, student agenda books, letters concerning standardized tests and results, electronic access to student grades, and parent/caregiver-teacher conferences.

9. Provide materials and training to help parents/caregivers work with their children to improve their children’s academic achievement.
10. With the assistance of its parents/caregivers, educate its teachers, student services personnel, administrators, and other staff on how to communicate and work with parents/caregivers as equal partners, implement and coordinate parent/caregiver programs, and build ties between parents/caregivers and the school.
11. To the extent feasible and appropriate, coordinate and integrate parental/caregiver engagement programs and activities, such as hosting Open Houses, Portfolio Reviews, and Fieldwork requiring parents/caregivers to volunteer in school, inviting parents/caregivers into the school during the school day, and for after-school activities.
12. Use reasonable efforts to ensure information related to the school and parent/caregiver programs, meetings, and other activities is sent to parents/caregivers in an understandable and uniform format and, to the extent practicable, in a language the parents/caregivers can understand.

Related Policies:

- A. xxx

Related Procedures and Documents:

- A. Every Student Succeeds Act - PLAW-114publ95.pdf (congress.gov)

Approval:

Revision Dates: