

Franklin Towne Charter High School
Title I Parental Engagement Policy
2023-2024

WHEREAS, Franklin Towne Charter High School (FTCHS) is responsible to adhere to all guidelines put forth regarding the receipt and usage of all Title I funds, we have outlined all the required components below:

PART I: General Expectations

The School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the engagement of parents with Title I, Part A programs, consistent with section 1116 of Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation from parents of participating children in order to improve student academic achievement and school performance.
- The school will engage parents and family members in the joint development of the Title I Plan (*ESSA, Section 1116(a)(2)(A)*).
- Consistent with section 1116, the school will ensure that these parental engagement policies meet the requirements of section 1116(A) of the ESSA, and include, as a component, a school-parent compact.
- In carrying out the Title I, Part A parental engagement requirements, Section 1116 of ESSA mandates, to the extent practicable, the school will provide full opportunities for the participation of parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, including providing information and school reports required in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The School will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs (*ESSA, Section 1116(a)(2)(C)*).
- The school will be governed by the following statutory definition of parental engagement and will carry out programs, activities and procedures in accordance with this definition:

Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

- (A) *that parents play an integral role in assisting their child's learning;*
- (B) *that parents are encouraged to be actively engaged in their child's education at school*
- (C) *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*
- (D) *the carrying out of other activities, such as those described in section 1116 of the ESSA.*

PART II: DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENTAL ENGAGEMENT POLICY COMPONENTS

- I. The School will take the following actions to engage parents in the joint development of the Title I plan under
 - a. Solicit feedback from parents during meetings of FTCHS.
 - b. Share draft plan with parents via a focus group and solicit feedback from participants.
 - c. Incorporate parent feedback into plan before it is brought in front of the Board of Trustees for approval.

2. The School will take the following actions to engage parents in the process of school review and improvement under (*ESSA, Section 1116(a)(2)(4)*):
 - a. Solicit feedback from parents during regular meetings of FTCHS.
 - b. Provide ongoing parent training on topics related to school improvement.
 - c. Inform parents of their right to be engaged in our Title I, Part A programs and request regular meetings via a posting in the Student-Parent Handbook.
 - d. Provide parents with the contact number for the school's Federal Programs Coordinator via a posting in the Student-Parent Handbook and/or website.

3. The School will coordinate and integrate parental engagement strategies in Part A with parental engagement strategies under the following other Federal, State, and local programs: [School Improvement Grant, IDEA, Farm to School, NSLP, etc. (as applicable)], by:
 - a. Including the Federal Programs Coordinator on the advisory boards of the programs above.
 - b. Including parents on the advisory boards of the programs above.
 - c. Coordinating all parent engagement activities with the parent groups.

4. The School will conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this parental engagement policy in improving the academic quality of the school. The evaluation will include identifying barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identifying strategies to support successful school and family interactions. The school will use the findings of the annual evaluation to design evidence based strategies for more effective parent and family engagement, and to revise, if necessary (and with the engagement of parents) its parental engagement policies.

5. The School will build the school and parent's capacity for strong parental engagement, in order to ensure effective engagement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement and school performance, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments
 - iv. the requirements of Title I
 - v. how to monitor their child's progress
 - vi. how to work with educators.
 - b. Activities will include training provided at parent engagement activities, workshops, communication with home, etc.

- c. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental engagement.
- d. The school, with the assistance of its parents, will educate its teachers, specialized instructional support personnel, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents and family members, and in how to implement and coordinate parent programs and build ties between parents and family members and schools, by providing ongoing professional development.
- e. The School will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.

PART III: USE OF FUNDS

1. If the School reserves \$500,000 or more and is required to set aside 1 %, funds shall be used to carry out activities and strategies consistent with the School's parent and family engagement policy, including not less than one of the following:
 - a. Supporting schools and nonprofit organizations in providing professional development for school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members (*ESSA, Section 1116(3)(D)(i)*).
 - b. Supporting programs that reach parents and family members at home, in the community, and at school (*ESSA, Section 1116(3)(D)(ii)*).
 - c. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members (*ESSA, Section 1116(3)(D)(iii)*).
 - d. Collaborating, or providing subgrants to schools to enable such schools to collaborate with, community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement (*ESSA, Section 1116(3)(D)(iv)*).
 - e. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the School's parental engagement policies (*ESSA, Section 1116(3)(D)(v)*).

PART IV: DISCRETIONARY PARENTAL ENGAGEMENT POLICY COMPONENTS

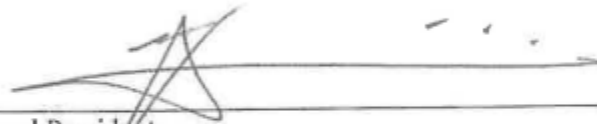
In addition to the parent engagement activities listed above, the school will promote parent engagement by:

- Paying reasonable and necessary expenses associated with parental engagement activities including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the engagement of other parents.
- In order to **maximize** parental engagement and participation in their children's education, on arranging school meetings at a variety of times, or conducting in-home meetings between teachers or other educators, who work directly with participating children, with parents who are unable to attend those meetings at school.
- Adopting and implementing model approaches to improving parental engagement.
- Use the parent representatives on the Board of Trustees to provide advice on matters related to parental engagement in Title I, Part A program

- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, etc., in parental engagement activities
- Providing other reasonable support for parental engagement activities under Section 1116 as parents may request.

NOW, THEREFORE, BE IT HEREBY RESOLVED, that the Franklin Towne Board of Directors adopts the Title I Parent Engagement Policy for the year 2023-2024 as outlined above and hereby directs the school administration to implement this plan with fidelity.

Adopted/revised on this day March 28th of 2023



Board President

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Board Secretary