



Gate City Charter School for the Arts Title I Parent Engagement Guidelines

GCCSA recognizes that a child's success in Title I is a responsibility shared by the school and family and/or guardians. To support the goals of the Title I program and to support all participants effectively, the school and parents must work as knowledgeable partners. GCCSA will support the development, implementation and regular evaluation of roles and involvement of parents at all grade levels. The efforts will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Promoting clear two-way communication between the school and the family as to school programs, resources, and children's progress.
2. Supporting parent involvement in providing instructional and support roles, and where appropriate in volunteer roles at school.
3. Providing available information regarding the Title I program to develop family skills that foster positive relationships at home and programs designed to aid parents with appropriate techniques in order to effectively assist children with learning at home.
4. Offering professional development to GCCSA Staff to develop effective parent and family engagement strategies.
5. Providing technical assistance, funds and other support to build the capacity of Title I in planning and implementing effective parent and family involvement activities to improve student academic achievement.
6. Involving parents in the decisions as to how the parent and family engagement funds are allocated for parent and family engagement activities.

Following the Guidelines we will enact the following:

Annual Public Meetings

Annual Fall and Spring meetings occur to inform parents. All parents shall be informed about the parental involvement requirements, school performance, and methods for measuring progress, school facilities and the School-wide Title I program. At the end of the school year, input is solicited from parents to plan, evaluate, and improve the program for next year. Meetings are held throughout the year to train and involve parents in the education of their children. Quarterly meetings are held to enable parents to see our focus for learning, quarterly expectations and data review.

Regular Meetings

Parents and students are encouraged to participate in Fall orientation to prepare them for their transition to a new grade level. Teachers and administrators schedule parent/student conferences whenever deemed necessary by the school or when requested by the parents. These conferences are held before, during, or after school hours.

Flexible Meetings

Regular and scheduled parent meetings or conferences are held throughout the school year, at various times of the day, to provide continued information, support, and resources for parents. Parents are encouraged to volunteer and attend all school activities.



Involving Parents

Parents are encouraged to participate in GCCAS's training activities. Training shall be provided through workshops, family activities, special events, individual parent conferences, educational materials and literature available through school programs and the media center. The school will work with parents to assure parent training is adequate to assist their child with achievement strategies.

Parent Comments

At each meeting input is requested. Parents are also given surveys to complete. Parents and others may continuously provide input on any matter concerning our school. Parents are always welcome to share suggestions and comments with teachers, Title I staff, and administration.

Parent Compacts

A School/Parent/Student Compact defines goals, expectations and shared responsibilities. Compacts will be explained at the Fall Orientation meetings scheduled for each grade level. Parents and students will sign the compacts at the Fall Orientation. New parents and students receive the Compact at enrollment. All parties must review and sign. The Compact will be reviewed during Parent-Teacher Conferences. The Compact is used as part of the collaboration effort between parent and school for the success of the student.

Parent Assistance

State and local expectations are shared with parents at the Parent Information Meeting for grades 1 through 8 in the Fall. Reports will be included with each trimester report card which indicate the child's progress.

Opportunities for EL and Parents of SWD

All parents are encouraged to attend school functions. Translators will be arranged for parents who speak languages other than English. Whenever possible, meetings are scheduled at the parent's convenience. Transportation can be arranged, if necessary.

Parents with Limited English Proficiency, Disabilities, Migratory children

Parents of children with limited English proficiency or disabilities are afforded opportunities to participate fully and freely in all education activities at school. Once the need is identified, assistance shall be provided. Whenever possible, information is sent home in native language.

Education of School Personnel

Administration/Cabinet conducts quarterly reviews to ensure timely reporting out of assessment data to the staff. This ensures the staff the tools to identify at-risk students and in turn, share this information with parents. On-going staff development initiatives are continually provided to the staff which focuses on effective communication with parents, establishing a school/family partnership, ways to involve parents, and suggestions for parents to work with children at home.



Information

Classroom teachers and the administration send home notices on a regular basis. Our school web page, phone and email are also available for communication.

Building Capacity for Engagement

ESSA 1116(e)(1-5) explains that to ensure effective engagement of parents as well support a partnership among the school, parents, and the community to improve student academic achievement, each district and school must:

- Assist parents in understanding state academic content standards, state academic achievement standards, state and local academic assessments, the requirements of the Title I, Part A program, and how to monitor their child's progress and work with educators to improve the achievement of their children.
- Provide training and materials to help parents work with their children to improve their achievement, such as literacy and technology training.
- Train staff with the assistance of parents on how to reach out to, communicate and work with parents as partners in their children's education thereby building ties between the parents and the school.

To build capacity for engagement, Gate City Charter School for the Arts will:

- Implement and coordinate parent programs and activities, such as parent resource centers, that encourage and support parents in participating in the education of their children.
- Ensure that information about school activities and meetings are provided to parents in a format and language they can understand.
- Coordinate and integrate parent and family engagement programs with early childhood education programs, Head Start, the Home Instruction Program for Preschool Youngsters, the Parents as Teachers Program, and public preschool to support parents in helping in their children's education.
 - Involve parents in the development of training for staff to improve the effectiveness of the training.
- Pay reasonable and necessary expenses associated with local parent and family engagement activities. This may include providing transportation and childcare to enable parents to participate in school related meetings and trainings.
 - Offer meetings at a variety of times and conduct virtual conferences with parents who are unable to attend such conferences at school.
- Adopt and implement model approaches to improve parent and family engagement and provide support for parent and family engagement as requested by parents.
- Establish a districtwide parent advisory council and involve community organizations and businesses in parent and family engagement activities.
- Train parents to help promote the involvement of other parents.
- Provide literacy training, if no other funds are available for training.
- Recruit and encourage families to become partners in learning; actively engage parents in planning and learning and target school-parent programs to the needs of the community and families.
- Encourage parents to be more than volunteers; parents participate in planning, review, and evaluation of the program as well as school activities and organizations.
- Communicate with parents to maximize instructional time for students and foster a team effort.
- Follow a philosophy that school is a place where parents, as well as children, can learn and that entire families should use school facilities to meet their needs.
- Communicate information to parents through their native language.



- Provide examples of classroom events (e.g., videos, newsletters, open house, and display of student work) for parents in order to broaden their understanding of the program.
- Provide transportation and childcare services for parents to participate in school activities.
- Develop partnerships with local businesses and community groups to foster successful schools.

Annual Evaluation

Gate City will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy with parents. The evaluation should include the policy's ability to improve the academic quality of the school, including identifying barriers to greater participation of parents, the needs of parents and family members to assist with the learning of their children, and strategies to support successful school and family interactions. Parents should be invited to design strategies for more effective parent and family engagement. Particular attention should be given to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background