



Long Valley Charter School

Imagine-Achieve-Inspire

Title I Policy and Procedures

Approved by: Board of Directors

Date: 12-13-18

Number: 6016

TITLE I PARENT INVOLVEMENT POLICY

Long Valley Charter School (“LVCS” or “School”) has developed this written Title I parental involvement policy with input from Title I parents. This input will be obtained in the form of an annual meeting at each location. LVCS has distributed the policy to parents of Title I students by publishing the policy as part of the student handbook beginning in 2018-19, as well as posting the policy on the district website. This Policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at LVCS, the following practices have been established:

1. LVCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - An annual meeting shall be held at each location.
2. LVCS offers flexible times for meetings for Title I parents, such as meetings in the afternoon or evening.
 - Video-conferencing may be used to promote participation.
 - Assistant Director is available at flexible times for additional conferences.
3. LVCS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I programs and the Title I parental involvement policy. When appropriate, these planning meetings may be held in conjunction with other program planning meetings, such as LCAP, WASC, and Advisory council, as long as sufficient representation from Title I eligible families is maintained [20 U.S.C. § 6318 (c)(3)].
4. LVCS provides parents of Title I students with timely information about Title I programs.

- At the start of the school year or upon enrollment, LVCS will provide, as part of the student handbook or by mail, a notice to all parents, including but not limited to the following information:
 - Information about Title I, Part A programs;
 - A description of the rights parents have for participation in Title I, Part A programs;
 - A description, including timing and location of meetings, of how parents can participate in the planning, review, and/or improvement of this policy and the Title I, Part A program;
 - A description and explanation of the curriculum in use at LVCS, the forms of academic assessment used to measure student progress;
 - An invitation of attend the annual meeting and additional meetings, including information about the purpose of the meetings and the dates and times.
 - A copy of the most current version of this policy (the Title I Parent Involvement Policy)
5. LVCS provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is explained during conferences, Back to School Night, and in postings on the school website.
6. If requested by parents of Title I students, LVCS provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- In the classroom program, parent conferences will occur at least once a year for all students, and more frequently if requested.
 - For personalized learning (independent study) students, parents may attend regular meetings with the teacher, at which time parents are encouraged to participate in decisions related to their children’s education.

School-Parent Compact

LVCS distributes to parents of Title I students a School-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- LVCS’s responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children’s learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities.

The Compact will be developed in conjunction with parents. A draft of the Compact will be distributed yearly at the annual meeting with a request for input. Updates and improvements suggested will be drafted, and the updated Compact shall be approved at subsequent meetings and will be placed into effect for the following school year. This process shall be repeated annually.

Building Capacity for Involvement

LVCS engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, LVCS has established the following practices.

1. LVCS provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - LVCS shall regularly communicate to parents, during conferences or through printed or electronic media, information about the State academic content standards, State and local academic assessments, Title I requirements, how to monitor their child’s progress, and how to work with educators to improve the academic achievement of their children.
 - Report cards for all students are standards-based.
2. LVCS provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - School personnel will be available on a regular basis to assist parents in supporting their students.
 - LVCS will provide annual seminars on parenting skills, family communication, and ways to support academic progress.
3. With the assistance of Title I parents, LVCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
 - LVCS shall provide this information and training at staff meetings.

4. LVCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children.
 - Title I parental involvement will be coordinated with other activities supported by parent involvement, such as the LCAP development committee, WASC accreditation committee, Site council, and other committees not specifically named in this policy.
5. LVCS distributes information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Information will be provided in parent-friendly language in writing or verbally upon request, and including translation into the home language of the parents when feasible.
6. LVCS provides support for parental involvement activities requested by Title I parents.
 - Parent input from Title I meetings will be used to drive decisions about school activities related to Title I.

Accessibility

LVCS provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand, including by:

- Parents with limited English proficiency shall, when feasible, be provided with translated documents and information.
- Parents with disabilities shall be accommodated as requested and as appropriate to support their access to documents, information, and participation at meetings.
- Parents of migrant students shall be supported in ways appropriate to their unique circumstances.