



Damar Charter Academy District Parental Involvement Policy

Damar Charter Academy (DCA) intends that parents of students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement. The Title I program must be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by DCA. These goals and standards must be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and to monitor and improve the educational achievement of their child. DCA will follow the parental policy guidelines in accordance with the *Every Student Succeeds Act (ESSA)* as outlined below.

LEA Support for Title I Schools

- DCA will support the school's involvement of parents in the joint development of the plan and the process of school review and improvement via the Annual Title I Night in the fall and the follow-up meeting held onsite/virtually in the spring.
- The district will conduct, with the involvement of parents, an annual evaluation survey of the content and effectiveness of the parental involvement policy in improving the academic quality of the school served with Title I, Part A funds.
- DCA will use data from annual evaluation to identify barriers in parent involvement activities, paying particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, and/or are of any racial or ethnic minority background. Findings from the data review will be used to design strategies for more effective parental involvement.
- DCA will provide the coordination, technical assistance, and other support necessary to assist the Title I, Part A school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- The district Title I program administrator will meet monthly with the school staff to review the annual parent survey feedback and assist with building the school's and the parents' capacity for strong parental involvement through the coordination and integration of parental involvement strategies that ensure maximum parental participation.

Parent Involvement Policy Guidelines:

- An annual Title I meeting will be held in the fall semester, at which parents will receive information about the Title I program and the Parent Compact.
 - Flexible meeting times will be offered.
 - A virtual participation option and/or transportation and childcare assistance will be available.



- Parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of DCA's parent involvement policies and Title programs.
 - DCA will, with the assistance of the Title I, Part A school, ensure Title 1 program information is sent home at the beginning of the school year.
 - The District Parent Involvement Policy, School Parent Involvement Policy, School-Parent Compact, and Title I Complaint Procedure will be available for review on the district/school's website.
 - A meeting will be held onsite and/or virtually at the end of the school year to elicit parent feedback on Title I programming, budgeting, and documents.
 - The district will respond to parent suggestions and input in a timely manner and will allow parents to submit comments concerning their satisfaction with the school-wide program as part of the Title I plan by email, phone, letter, or conference. Parent comments will be submitted to the LEA, along with the plan.
 - A formal Title I complaint may be filed with the Office of the Superintendent utilizing the Title I Complaint Form available upon request at the school or found on the school's website.

Program Information, Materials, and Training

- DCA will, with the assistance of the Title I, Part A school, provide timely information about the school's curriculum, integration of the Indiana Academic Standards, academic status as determined by the Indiana Department of Education, academic assessments utilized, and desired proficiency levels.
- Reports will be shared from ILEARN/IAM, NWEA, Unique Learning Systems (ULS), Life Centered Curriculum (LCE), and/or in-class assessments, as well as quarterly student achievement data based on the Indiana Academic Standards. Parents will be informed on how to interpret the reports and monitor student growth in these areas at the time of distribution. Any parent wishing to discuss the achievement standards and/or the child's progress in more depth will be given the opportunity to do so via an in-person or virtual meeting, phone conference, or email.
- A math and literacy night will be offered annually for parents to learn strategies for working with their child at home to improve academic achievement.
- Information regarding the use of technology (chromebooks, Ipads, etc.) and various digital resources including educational software, apps, and websites (Google classroom, A-Z Learning, Brain Pop, Prodigy, Edgenuity, etc.) will be shared at the beginning of the year during the Annual Title I meeting and via newsletter so that the parent may actively work with the child outside of the school environment.

Transition Coordination

- DCA will partner with Head Start, various ABA centers, area schools, and families to ensure a smooth transition to the Title I, Part A school for incoming students.
- Assistance with transitions may include conducting tours of the school prior to enrollment, phone conferences, and/or hosting a back-to-school night at the beginning of the new school year.



Educator Training

- DCA will continue to educate the teachers by providing them with information from *The Dual Capacity-Building Framework for Family-School Partnerships* and *The Toolkit of Resources for Engaging Families and the Community as Partners in Education*, as well as other resources which will help to build ties between the parents and the school.
- Additional professional development opportunities aimed at valuing parent contributions as partners in education will be encouraged and funded for teachers.

Understandable Communication

- DCA will, with the assistance of the Title I, Part A school, provide information regarding the Title 1 curriculum, as well as the Indiana Academic Standards, to parents.
- The district will support the school in assisting the parents with understanding these components, along with any associated reports, and will provide training and materials in English and the native language (when possible), so that the parents may better participate in making decisions regarding the education of the child.
- A monthly newsletter featuring important updates and upcoming events will be distributed in English and the native language (when possible) via email, automated communications, and hard copy (as requested).
- The district will help ensure that every attempt is made by the school to get information out to parents in a language they understand.

Other Reasonable Supports

- Parents will have the opportunity to discuss their child's progress at any time throughout the year. They may do this by contacting the district Title 1 program administrator or teacher by email, phone, letter, setting up a conference, etc.
- Parent-Teacher Conferences will be held upon request to discuss student achievement.
- If requested by parents, opportunities for regular meetings will be available to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Other reasonable supports for parental involvement activities requested by parents will be considered.
- Accommodations, such as interpreters, will be provided as needed for parents with limited literacy and/or English skills for meetings and activities.

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