



GCOA Family and Community Engagement Policy

A. GENERAL EXPECTATIONS

Glen Canyon Outdoor Academy (GCOA) agrees to implement the following statutory requirements:

- GCOA will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, GCOA will work with its school to ensure that the required school-level Family/Community Engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- GCOA will incorporate this district wide Family/Community Engagement policy into its LEA plan development under section 1112 of the ESEA.
- In carrying out the Title I, Part A Family/Community Engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats available upon request, and, to the extent practicable, in a language parent understand.
- If GCOAs plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will

submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- GCOA will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for Family/Community Engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- GCOA will be governed by the following statutory definition of Family/Community Engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Family/Community 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 parent are encourage to be actively involved in their child's education at school;

(C) that parents are full partners in the 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 1118 of the ESEA.

B. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE FAMILY/COMMUNITY ENGAGEMENT POLICY COMPONENTS

1. GCOA will take the following actions to involve parents in the joint development of its district wide Family/Community Engagement plan under section 1112 of the ESEA:

Each fall/winter GCOA holds an annual review meeting made up of a group of parents, teachers, and administrators. During this time a review of the district needs assessment is completed. In addition, quantitative

data on student achievement are reviewed. Included in this meeting in a discussion concerning the Parent Involvement Events throughout the year. This includes both formal evaluations (completed surveys) and informal comments. The committee, including parents, review the district's Federal program policies, which encompass the GCOA Parent and Community policy and the General GCOA Plan.

2. GCOA will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Each year GCOA includes the Parent/Community Policy in the district handbooks. In addition, the policy is also included on the district Web Page and discussed at most, if not all federal program meetings in both spoken and written form. This includes Back-to-School meetings.

3. GCOA will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Family/Community Engagement activities to improve student academic achievement and school performance:

GCOA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools with the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) Section 116 (a)(2)(B)

Coordination, technical assistance, and other support:

After the district reviews current policies, programs, informal and formal comments, and the revised needs assessment, the committee reviews the methodology of implementing the new plan. This includes the scheduling and arrangements within the school building, the allocation of current resources, a review of possible resources, and a plan of desired resources. The district administration, instructional teams, and Federal Programs coordinator work diligently to implement the plan for the next school year and reports back to the committee of the implementation process.

4. GCOA will coordinate and integrate Family/Community Engagement strategies in Part A with Family/Community Engagement strategies under the following other programs:

ESEA

- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B

Other Acts

- McKinney-Vento
- Spec. Ed. State and Local Funds

5. GCOA will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Family/Community Engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in Family/Community Engagement activities (with particular attention to parents who are economically disadvantaged, as disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). GCOA will use the finding of the evaluation about its Family/Community Engagement policy and activities to design strategies for more effective Family/Community Engagement, and to revise, if necessary (and with the involvement of parents) its Family/Community Engagement policies.

GCOA has developed the written Title I Parent and Family Engagement Policy with input from Title I parents during Parent Advisory Council (PAC) meetings and the annual Title 1 Parent Meeting. All school sites actively recruit parents/family members to participate in a parent advisory capacity and in the needs assessment process.

6. GCOA will build the schools' and parent's capacity for strong Family/Community Engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understand topics such as the following, by undertaking the action described in this paragraph - -

- 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:
- Implementation of intervention and remediation strategies

B. The school district will, with the assistance of its schools, 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 Family/Community Engagement, by:

- Develops a site Parent and Family Engagement Policy and School-Parent Compact, offers flexible meeting times, and provides information to parents about the school's program
- Provides training for parents to work with their child to improve academic achievement and includes training on school communication systems in order to have real-time access to their child's attendance and achievement
- Reinforces parenting skills to support the acquisition of academic skills and their application in real-life situations
- Encourages parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as we as training staff to encourage and build volunteer efforts
- Convenes annual school meeting to inform parents of their school's participation in the development of the Parent/Community Engagement Policy and each parent's right to be involved

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals 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 in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Enhancing the awareness and skill of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners
- Ensuring that information is sent home in a language and form that parents can easily understand, as required.
- Providing copies of the LEA policies related to parent involvement, to each parent
- Conducting ongoing site visits to observe and support family engagement practices

D. The school district will take the following actions to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

GCOA will work to decrease the following common barriers to parent communication;

- Language
- Lack of understanding of parents' communication styles
- Teacher assumptions about parent's willingness or lack of willingness to participate
- Limited family resources (transportation, child care)
- Parents' lack of comfort and familiarity with the education system and how their child's school functions
- Tension in relationships between parents and teachers due to parents' own negative experiences in school
- Transiency of families making it harder to build relationships between families and school staff
- Parent believing that their voices don't make a difference

C. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

- GCOA will have an annual evaluation of the content and effectiveness of this parental involvement policy conducted through the Parent Advisory Council (PAC) meeting with the involvement of parents. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. Particular attention will 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. The district will use the findings of the evaluation to design strategies for more effective parental involvement. The policy will be reviewed and revised, if necessary
- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with Family/Community Engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize Family/Community Engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving Family/Community Engagement;
- establishing a district wide parent advisory council to provide advice on all matters related to Family/Community Engagement in Title I, Part A programs;

- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in Family/Community Engagement activities; and
- providing other reasonable support for Family/Community Engagement activities under section 1118 as parents may request.]

D. ADOPTION

This District wide Family/Community Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title, Part A programs, as evidenced by _____.

This policy was adopted by Glen Canyon Outdoor Academy on _____ and will be in effect for the period of _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)