

Title I Parental Involvement Policy

PART I. General Expectations

Mission Statement: The mission of i3 Academy is to empower learners to become agents of change who solve the problems they see in their world.

Vision Statement: The vision of i3 Academy is to envision a world in which all learners are equipped to excel in a global society.

i3 Academy recognizes that parental involvement is key to academic achievement and sustained success. The term “parent” refers to any caregiver/guardian who assumes responsibility for nurturing and caring for their children. When parents are involved in their children’s education, the attitudes, behaviors, and achievements of students are positively enhanced. Parents and families provide the primary educational environment for children. As such, parents are vital and necessary partners with the educational community throughout their children’s school career. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, all parents want the best for their children. i3 Academy, in collaboration with parents, teachers, students, administrators, and the community, has developed and promoted strategies that encourage parental involvement and reflect the needs of students, parents and their families. It is the policy of the organization’s board that no person in the organization shall, on the basis of race, color, disability, creed, religion, sex, age, or national origin be denied the benefits of, or be subject to discrimination in any education program of activity. In order to enhance parental involvement, six essential elements will be promoted:

1. Communication between home and school is regular, two-way, and meaningful.
2. Parenting skills are promoted and supported.
3. Parents play an integral role in assisting student learning and development.
4. Parents are welcomed as volunteers in the school, and their support and assistance are sought.
 - a. PTO - Parent Teacher Org
5. Parents are full partners in school decision making that affects their children and families.
 - a. School Board
 - b. Advisory Boards
6. Parents, school, and communities collaborate in order to strengthen the school, families, and student learning.

Providing all students with equal access to quality education is a primary goal. It is vital that all stakeholders (parents, educators, businesses, and the community) have the opportunity to

provide input and offer resources to meet this goal. Developing cooperative efforts and providing access to resources will ensure improved academic achievement for all students, as well as quality schools.

The minimum requirements for the Parent Involvement Plan are set forth below. These requirements are based upon the six essential elements for a successful program. Additional programs and services may be added based upon the needs of the schools, teachers, parents, and students. In order to have an effective program, all stakeholders (PTA, parents, administrators, teachers, and community members) must interact and form a partnership.

Standard I: Effective Communication: Effective communication requires school-initiated contact with the parent, and parent-initiated contact with the school, where both parties engage in regular, meaningful communication to provide vital information about a child's strengths, challenges, needs and accomplishments.

Standard II: Parenting: Parents are their children's first and most influential teachers. Families should feel empowered to be advocates for their children, and to ensure that students are treated fairly and have access to learning opportunities that will support their success. Parents and caregivers spend more time with their children than any educator. Therefore, the influence parents have on their children's success in school and beyond is tremendous. School personnel and program staff shall support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. Parents shall be linked to programs and resources within the community that provide needed support services.

Standard III: Supporting Student Success: Parents play an integral role in assisting student learning. Student achievement increases when parents are actively involved in the learning process. i3 Academy shall provide opportunities for parents to learn effective ways to support their child's educational needs. This includes information about how parents can support positive, healthy student behaviors such as punctuality and regular attendance, which are closely tied to student success in school.

Standard IV: Collaborating with the Community: Parent volunteers are essential for advancing student achievement. i3 Academy welcomes parent volunteers and invites them to be an active part of their children's education. Families should feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard V: Sharing Power: Parents are full partners in the decisions that affect their children and families. Parents and educators have a mutual responsibility to make informed decisions related to all aspects of the education provided to our students. i3 Academy shall actively enlist parent participation in decision-making. An annual evaluation will be conducted to determine

the effectiveness of parental involvement activities and to identify barriers to greater participation by parents. The results of the evaluation will be utilized to develop more effective strategies and to revise the plan.

Standard VI: Collaborating with Community: i3 Academy's parents, educators, and community members will collaborate in order to promote and effectively increase educational opportunities for children. Through groups such as the Education Advisory Committee, Title I Parent Involvement Committee, and local school Parent Teacher Student Associations, programs will be discussed and reviewed. When schools and communities form partnerships, both make gains that outpace what either entity could accomplish on its own.

PART II. Description of how the organization will implement required LEA

Parental Involvement Plan components

1. i3 Academy will take the following actions to involve parents in the joint development of its LEA parental involvement plan under section 1112 of the ESEA:
 - a. Participation in both annual PI meetings
 - b. Joint development of parent-student-school compacts
 - c. Informal and formal feedback to Title I teacher, counselor, principal, and/or instructional support coordinator
 - d. School needs assessment
 - e. School parental involvement committee assessments and programming committee
 - f. Annual Title I parent survey
2. i3 Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Parent participation in the school's CIP development
 - b. Annual Title I survey
 - c. Participation in both annual PI meetings
 - d. Joint development of parent-student-school compacts
 - e. Informal and formal feedback to Title I teacher, counselor, principal, and/or instructional support coordinator
3. The organization will provide the following necessary coordination, technical assistance, and other support to assist i3 Academy in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Overview of school programming
 - b. School parental involvement committees
 - c. District development and review of annual Title I parent surveys
 - d. District attendance and participation in annual school Title I parent meetings
4. i3 Academy will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:
 - a. Ongoing contact and communication with local preschool programs

- b. Communication and participation with local English language development programs and ministries
5. i3 Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- a. Survey evaluations will be emailed out to parents of students in participating Title I programs
 - b. Parents are asked open-ended questions concerning their communication with school personnel, their satisfaction with Title I programming, and their suggestions for parental programming for the future.
 - c. Surveys are reviewed by the organization's federal programs director, who will communicate feedback to appropriate school personnel as well as incorporate ideas into plans for the coming year. i3 Academy will build the school's and parent's capacity for strong parental involvement, 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:
 - i. i3 Academy will provide assistance to parents of children served by the organization, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 1. the State's academic content standards,
 2. the State's student academic achievement standards,
 3. the State and local academic assessments including alternate assessments,
 4. the requirements of Part A,
 5. how to monitor their child's progress, and
 6. how to work with educators.

Activities to support the above objectives include:

- Regularly scheduled monthly PTO and Parental Involvement Committee Meetings
- Weekly home-to-school communications
- Title I meetings, held at various times throughout the day
- Website/email communication

- Translated communication (one-on-one & printed materials)
- Presentations & discussions at Board Meetings, PTO meetings, and Advisory meetings
- School orientations
- Conference opportunities

ii. The organization 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 involvement, by:

Activities to support the above objectives include:

- Consultations with school guidance counselors
- Consultations with the organization's Behavioral Interventionist (LSW)
- *Strengthening Families Program* provided by the organization and Impact Family Counseling
- Peer Helpers Program
- Planned programming in Title I meetings
- Group counseling services provided by Impact Family Counseling

iii. The organization will, with the assistance of i3 Academy 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:

Activities to support the above objectives include:

- Services with Impact Family Counseling, including group counseling for students and participation by entire families in the scientifically researched-based *Strengthening Families Program*.
- Monthly professional development sessions for guidance counselors only. ○ Topics have included suicide, communicating culturally with diverse families, and grief counseling
- Game night – Title Programs have conducted a “game night” where students played academic literacy games with their parents or otherwise utilize technology
- School-wide STEAM Night in the winter
- Parent/Teacher Conferences (one in the fall and one in the spring)

iv. The organization will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for

Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- i3 Academy has a structured, tiered intervention reading and math program to assist students/families with reading and math difficulties.
- The “Extended Day” program offers tutorials and study halls in the afternoons for participating students.
- The PTO and the school shares information back-and-forth between i3 Academy and the community.

The organization will take the following actions to ensure that information related to the school and parent- programs, meetings, 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, including:

- Weekly/Monthly communications
- Teachers maintain a steady system (“Friday Folder”) to assist parents with communications from the school and community
- Parents have options to receive information electronically or in print versions
 - Communications can be sent home in multiple languages
- Organization website, including a section specifically for parent communications
- i3 Academy has an online grade book program that allows parents to see posted grades in real-time
- Translators are provided at all conferences and Title I meetings
- Title I parents participate in a yearly survey that provides an opportunity to communicate ineffective and effective practices

PART III. Discretionary LEA Parental Involvement Plan Components ● NOTE: The LEA Parental Involvement plan may include additional paragraphs listing and describing other discretionary activities that the organization, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the organization to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Title I meetings are always offered at distinct times across the work-day to accommodate parents’ schedules
- i3 Academy has a parental involvement committee which evaluates and sponsors different activities and programming for parents

PART IV. Approval

- This LEA Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. The school district will make this plan available to all parents of participating Title I children on or before October 7, 2021.