
**Title I, Part A LEA/School-Level
Parent and Family Engagement Policy**

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a) and ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1], 1116[a][2][A], and 1116[a][2][F])??

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed. The board approved policy is emailed to parents of participating children as well as distributed during the annual Title I parent meeting, and it is posted on the school website. The local community can access the policy on the website. The policy is updated annually, through a stakeholder meeting (parents, community members, students). Throughout the year input is gathered during quarterly stakeholder meetings, surveys sent to parents and students, and grade span parent meetings. This input and data is used to update the policy.

How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans or Targeted Support and Improvement plans (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A.

Parents and family member are involved in jointly developing the CSI plan through quarterly stakeholder (parents, community members, students) meetings, surveys sent to parents and students, and grade span parent meetings.

How will the school coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs to encourage and support parents in more fully participating in the education of their children (ESSA sections 1116[a][2][C], and 1116[e][4])?

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local 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 through a Family Engagement Coordinator, which is paid for with Title funds.

The Family Engagement Coordinator organizes all strategies and makes sure all program's plans are integrated. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents is a part of our school culture. Parents have access to the students online learning platform and can see, in live time, what a student has completed.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The annual meeting is held online in Blackboard Collaborate by the Intervention Coordinator.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The annual meeting is offered multiple times and a recording is available to parents after the meeting.

How will the school conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of the school, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

IQ Academy provides stakeholder meetings in the fall to provide opportunities for stakeholders and community members to both review the Family Engagement Policy, and to provide feedback to the school on the implementation of this policy. During these meetings the school reviews current progress toward academic goals and reviews LCAP data and actions with parents and family members.

Stakeholder feedback from this meeting is reviewed by school staff annually.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parents are invited to attend quarterly stakeholder meeting. Parents are sent surveys which offers another platform for them to provide input.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

Barriers that affect the participation of parents include (but are not limited to): lack of access to internet/technology, homelessness, limited literacy, limited English proficiency, parents of migratory children, parents of foster youth, parents with disabilities, etc. The school addresses these barriers with the following:

- Back to School Packets
- Internet stipends
- ELD Program
- Counselors assistance in locating scholarships
- Language translation of school documents
- Use of Parent square to provide differentiated communication methods.
- Interpreter services
- Considerations for students when LCs are not available
- Weekly Engagement reports to track student attendance.
- Homeless resources
- Counseling resources
- Community resources
- K12 and FAST online support
- Onboarding and continued support with FAST
- Compliancy Liaisons
- Laptops
- Transportation arrangements
- Any new or newly accessible programs as they become available

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

Intervention information is included in the Parent Student Handbook. If it is determined that a student needs additional support, the Intervention team notifies parents via email and phone if needed.

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

The school provides assistance to parents of Title I students in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children by holding quarterly check-ins with teachers. Teachers provide parents and students with the following Star 360 assessment results (local diagnostic assessment, interim assessment scores, updates on students Instructional Level assignment, guide on how to check student progress and grades on the online learning platform, and quarter and semester progress reports. As well as, communication from administration on state standards, expectations, and testing.

What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education on a daily bases, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

The school uses multiple different methods and metrics to determine the success of family interactions. Some of these are:

- Email
- Phone calls
- In-Person Outings
- Virtual Outings
- K12 Online Clubs
- Back to School and Orientation Events
- Strong Start Orientations
- Parent Teacher Conferences
- High School Counselor outreach
- Welcome to Online Learning Course

- K12 Help Website
- FAST Support
- Attendance Matters Orientations
- Connection Calls
- Enduring Connection Calls
- IQ Academy Website
- Parent Square
- Assemblies
- Google Classrooms
- 7 Mindsets Classes

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Parents are encouraged to meet with their student's teacher. There are school policies in place that require teacher availability, consistent scheduling, and timely responses and feedback to student and parents. School-wide initiatives such as Student Connection Calls at the beginning of the year and Parent Teacher Conferences to ensure individual attention for student academic success

The school provides coordination, technical assistance, and other support to assist in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

IQ academy have a variety of tools in use by school staff and third-party providers to support parents. These include:

- K12 Help Website
- K12 Technical Phone Support
- Back to School & Orientation Events
- IQ Academy Website
- OLS/OLMS/OLHS Announcements
- Teacher and Admin Updates
- Parent-square
- FAST – provides both student support and learning coach support
- LC University
- In-Person Re-Registration at State Testing Sites
- Student Study Team
- IEP Meetings

- 504 Meetings

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

Independent charter school

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Independent charter school

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

Independent charter school

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement.

How will the school aid parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

The school provides assistance to parents of children in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children by holding quarterly check-ins with teachers. Teachers provide parents and students with the following iReady assessment results (local diagnostic assessment, interim assessment scores, updates on students Instructional Level assignment, guide on how to check student progress and grades on the online learning platform, and quarter and semester progress reports. As well as, communication from administration on state standards, expectations, and testing.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Since the school is an independent study program, parents are involved with every aspect of their child's education. All materials are mailed to the student's house, including a computer, so students and their parent can access the online curriculum. Teachers provide consistent messaging of the requirement for daily log in and submission of assignments. Weekly announcements are made in all the student's courses as well as frequent updates to families both as general newsletters and tailored updates.

How will the school educate teachers, instructional support staff, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school, and how to work with parents as equal partners (ESSA Section 1116[e][3])?

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education on a daily bases, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

How will the school coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local 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 through a Family Engagement Coordinator, which is paid for with Title funds.

How will the school ensure that information related to school and parent programs, including this Policy, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5], 1116[f])?

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed.

How will the school provide other reasonable support for parental involvement activities requested by Title I, Part A parents under this section (ESSA Section 1116[e][14])?

Parent requests will be considered and provided when appropriate.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This Policy was adopted by the (IQ Academy California Los Angeles) on (insert date) and will be in effect for the period of (enter time period this Policy is in effect here).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: (add date here).

Signature box.

Signature of Authorized Official

Enter date approved.

Date

IQ Academy California Los Angeles**Home-School Compact****2019-2020**

IQ Academy California Los Angeles provides an individualized standards-based education for students in the state of California. Our team of hardworking, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on traditional instructional models to promote mastery of the California Content Standards. IQ Academy California Los Angeles believes parents are integral in the acquisition of knowledge, and works to strengthen family values, promote character, and provide skill mastery using technology and the K¹², Inc. Curriculum.

SCHOOL COMMITMENTS

To support achievement goals, the school staff commits to the following:

- Inform parents of the instruction and interventions in place that will enable students to meet proficiency levels in reading, writing, and/or math.
- Provide a positive, safe, and effective online learning environment for all.
- Provide information for parents through weekly classroom newsletters and offer information on how they can support their child's learning at home.

To support effective, ongoing communication between the school and home, the school staff commits to the following actions:

- Provide learning coach with resources so is responsible to ensure the child is participating appropriately in the instructional program.
- Participate in communication activities, including, but not limited to, phone calls, email, and in-person meetings.

PARENT COMMITMENTS

To support achievement goals, we ask that parents commit to the following:

- Ensure that my child gets enough sleep each night, provide nutritious meals, and encourage regular exercise.
- Set high expectations for his or her academic achievement.
- Attend school events, workshops, and meetings, and when appropriate.

To encourage effective, ongoing communication, we ask parents to commit to the following actions:

- Respond to emails, phone calls, or be willing to participate in in-person meetings with school staff.
- Initiate communication with school staff when there is a concern or question.

- Attend school events, meetings, and workshops and ask questions, share ideas with other parents and offer suggestions for how the school can improve opportunities for student success.

STUDENT COMMITMENTS

To support achievement goals, we ask that students commit to the following:

- Encourage my parents to support me in my education.
- Follow school rules, participate in classroom activities, and take responsibility for my learning.
- Complete all assignments to the best of my ability.
- Set high academic expectations for myself.

To support effective, ongoing communication, we ask that students commit to the following:

- Talk with my parent(s) about school each day.
- Communicate with school staff and other students in a positive manner.
- Seek the support of my parents and school staff when I have questions about my learning or other concerns about school.