

## **Parent and Family Engagement Policy:**

The Paul R. Brown Leadership Academy believes that the education of each cadet is a responsibility shared by the school, parents, and families. Involving families as full partners in education of their children is an essential component of optimally educating our cadets. The Board recognizes the need for a partnership between our school and families that provides for two-way communication and fosters educational support for cadets and their families. When families support learning, children are more successful in school and school success helps children become successful adults.

The Board recognizes the importance of parental and family engagement to the success of its Title I programs. In keeping with these beliefs, the Board endorses the parent and family engagement goals of Title I of the federal Every Student Succeeds Act (ESSA) and encourages the participation of parents and families of students who receive Title I services in all aspects of their child's education, including the development and implementation of district programs, activities, and procedures designed to carry out ESSA parent engagement goals.

Paul R. Brown Leadership Academy's board supports the school in planning and conducting activities designed to encourage and facilitate participation by all parents and families of students. Efforts shall be made to ensure that all parents and families will have the same opportunities to participate in engagement activities, regardless of their ethnic/racial background, socio-economic status, limited English proficiency, or disabilities

In accordance with ESSA requirements, Paul R. Brown Leadership Academy will:

- Communicate to parents the LEA's expectations for the engagement of parents and families.
- Actively involve parents and family in the planning, implementation, and reviewing of the school Parent and Family Engagement Policy on an annual basis.
- Share Parent and Family Engagement Policy and Activities on an annual basis.
- Communicate with families in the native language of the family, to the extent practicable, and utilize interpreters as necessary.
- Prepare and disseminate annual report cards and annually notify the parents / guardians that they may request information regarding certain professional qualifications of the student's classroom teachers (Parent's Right to Know – Section 1112 (e)). Notification is also required when a student is being educated by someone who has not met the licensure requirements of North Carolina for more than four weeks.
- Jointly develop with parents a school-parent compact as a component of its written parent and family engagement policy. This written agreement will identify the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. The school-parent compact will include:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables cadets to meet the State's student academic achievement standards;
- Ways in which parents and families will be responsible for supporting their cadet's learning (e.g., monitoring attendance, homework completion, or television watching; volunteering in their cadet's classroom; or positive use of extracurricular time); and •
- The importance of communication between teachers and parents and families on an ongoing basis through, at a minimum:
  - Parent/family-teacher conferences to discuss the compact; o Frequent reports to parents and family on their child's progress; and
  - Reasonable access to staff, opportunities to volunteer and participate in their cadet's class, and observation of classroom activities