

Tuscarora Blended Learning Charter School

Parent/Family Involvement Policy

<p>1. Purpose</p>	<p>The Tuscarora Blended Learning Charter School (TBLCS) recognizes that parent/family involvement is essential as we partner to educate our District's students and to prepare them for life-long learning. Schools, families, and community must all be actively involved in developing strong programs and policies that support the academic success of every student in the TBLCS.</p> <p>DEFINITIONS</p> <p>“Parent” means:</p> <ul style="list-style-type: none">(a) a natural or adoptive parent of a child;(b) a guardian, but not the state if the child is a ward of the state;(c) a foster parent if the natural parents' authority to make educational decisions on the child's behalf has been extinguished and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make the educational decisions required of parents under 707 KAR Chapter 1 (special education regulations), and has no interest that would conflict with the interests of the child. <p>CHARTER SCHOOL RESPONSIBILITIES</p> <p>The CEO and Board will take the initiative and be accountable for developing the following vital collaborative activities to address the schools' responsibility in the above-stated process:</p> <ul style="list-style-type: none">▪ The TBLCS, starting with administrative staff and the Board, will create and maintain a responsive and welcoming atmosphere for parents and families.▪ The TBLCS, starting with the CEO and Board, will support parents and families as advocates and partners for lifelong learning and as decision-makers and active participants in school issues and programs.▪ TBLCS will assist parents, families and guardians in acquiring techniques to support their students' learning and will develop tools to help establish those areas where support is needed.▪ The TBLCS will undertake purposeful initiatives to involve parents and family members, wherever appropriate, in a variety of instructional and support roles both within as well as outside of the school. These shall include creating greater awareness, and promoting more effective operations, of the existing opportunities provided by law for parent/family involvement.▪ The TBLCS will take the initiative in working to break down all cultural
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	<p>barriers and negative perceptions that stand in the way of education being recognized as a vital part of each child’s development into full and productive citizens of the community.</p> <ul style="list-style-type: none">▪ The TBLCS will take the initiative in working to address issues related to educational equity and to provide strong advocacy for the achievement of all students, regardless of cultural or ethnic factors or conditions of disability.▪ The TBLCS will work closely with all Family Resource/Youth Service Centers in coordinating access to support services for children and their families.▪ The TBLCS will work closely with all parent groups (e.g. – PTA, PTSA) in the school in supporting parent and family initiatives that support academic achievement.▪ The District Parent/Family Involvement process will become an ongoing part of the TBLCS annual planning process.▪ A written copy of this Parent/Family Involvement policy will be made available to each parent and/or family. <p>CHARTER SCHOOL RESPONSIBILITIES</p> <p>This policy requires coordinated efforts of the CEO, Board, administration and all school staff, as well as parents/families, students, and community. The issues of parent and family involvement are critical to the academic success of each student in the TBLCS. It is also fundamental to a healthy system of public education that expects all students to achieve at high levels. Therefore, the following expectations exist for the school in order to ensure that students have every opportunity to acquire and achieve the capacities established by law, as well as those established by the TBLCS Board of Education.</p> <ol style="list-style-type: none">1. The school will write, as a part of its annual planning process, a purposeful parent/family involvement component; this shall include, but not be limited to, the following information:<ul style="list-style-type: none">• methods that will be used to promote purposeful school-to-home communication that are sensitive to variances in comprehensive opportunities/abilities.• identification of professional development needs for teachers, administrators, and staff to address working effectively with all families, especially those of culturally diverse backgrounds and special educational needs.• demographics of all students; awareness of, and follow up with, those families requiring home visits or off-site conferences.• determination of types of learning at home that should take place
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	<p>to support all learning at school.</p> <ul style="list-style-type: none">• ongoing training for parents/family members• definitions regarding what constitutes effective parent/family involvement at each school and how that involvement will positively impact student achievement.• efforts and measures employed to elicit minority and special needs representation/participation in the educational processes at each school. <p>2. The school will demonstrate an effort to reach families that are underrepresented in school settings, have transportation or child care problems, lack the confidence or time, and/or have limited literacy or limited English language skills.</p> <p>3. The school will schedule an annual meeting for families that is convenient and offered at times that are flexible (AM <i>and</i> PM, possibly); these meetings will provide:</p> <ul style="list-style-type: none">• a description and explanation of the school's curriculum;• a description and explanation of the forms of academic assessments used to measure student progress;• an explanation of the proficiency level students are expected to meet;• a description and explanation of all school programs, family involvement initiatives; and the parents' rights to be involved in decisions related to the education of their children. <p>4. The school shall provide flexible opportunities for organized, on-going, and timely participation in planning, review, and improvement of school programs (to include, but not be limited to, the Title I program).</p> <p>As all parent/family involvement plans will be a part of the annual planning process, they will be subject to the same implementation/impact checks undergone by all annual reporting.</p>
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