

Vanguard Academy

**New policy proposed as required under 2019 Title I requirements

8.10 PARENT AND FAMILY ENGAGEMENT POLICY

Purpose:

To provide guidelines for developing and managing the process for jointly carrying out meaningful parent and family engagement.

Policy:

Vanguard Academy recognizes the importance of working together with parents and families of students to support them in completing the necessary courses and requirements for successful completion of junior high and then graduation. Together with parents, the LEA drafted this policy by using the state provided framework as a guide, making drafts available for feedback and review, completing a revision process, final review by parents and LEA, and then LEA approval.

To keep parents and families involved with the process, Vanguard Academy provides multiple opportunities for parents and families to be engaged in the student's education. Some of the opportunities include (but are not limited to) the following:

- Back to School Night
- Annual Title I meeting
- Quarterly Parent Teacher Conferences
- Annual Career Fair
- School Improvement Committee meetings
- Parent Teacher Organization meetings

The School Improvement Committee and Parent Teacher Organization provide opportunities for parents play advisory roles in the review and development of policies and procedures. These groups together with other stakeholders perform a needs evaluation and help determine resources needed to achieve increased student achievement especially as pertaining to Title I and other restricted program funding.

Vanguard Academy also sends an annual Parent/Family Feedback Survey to gather input on areas to be considered for improvement or change in the areas of review are Academics, Character/Citizenship, Communication, and Resources. Parents and families can always submit feedback and suggestions to staff as needed.

In order to keep this policy effective and updated with successful strategies to keep or increase family engagement, it is reviewed annually by the School Improvement Committee to identify the following:

barriers to engagement for parents and families, especially those who are economically disadvantaged, disabled, of limited English or literacy proficiency, or of any racial or ethnic minority;

needs that parents and families may have that prevent them from helping with student learning and/or engaging with school staff; and

strategies to support successful family-school interactions.

Upon review, any need for change is suggested and as necessary, the policy is updated and approved.