



Parent and Family Engagement Policy

School: Cochrane Collegiate Academy

I. Parent and Family Engagement Policy

A. SLT Team Attendees

B. Briefly describe the process your school used to:

1. Administrators, teachers, and parents comprise the SLT, which meets monthly. Team members work together to develop the school's Comprehensive Educational Plan (CEP), which includes its goals and objectives, and ensure that it is aligned with the school's budget.

2. In support of strengthening student academic achievement, Cochrane Middle School receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement. It describes how the school will implement several specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Cochrane Collegiate Academy agrees to implement the following requirements as outlined by Section 1116:

Involve parents in an organized, ongoing, timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and modification of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA). Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.

To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures following this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

3. Cochrane recognizes and supports parents' vital role in contributing to their children's learning at home. Administration and staff consistently recognize, encourage, and support many forms of parent engagement and identify strategies to remove barriers to parent involvement (e.g., communications and language). Our goal is to help parents acquire the skills and knowledge they need to be engaged and involved in their child's learning. It provides a parent voice at the local level (e.g., Parent Involvement Committees, school councils, and individual parents talking to teachers and principals).

II. Annual Information Meeting

- A. To ensure alignment with the SIP goal E1.06, this event will play a key role in establishing a clear line of communication with families. As students lead their families through curriculum lessons, it will also be aligned with the Principal's vision of providing grade-level and engaging instruction. Time will be allotted to introducing students and their parents to key concepts including, but not limited to, Naviance, PowerSchool, Parent Square, and College & Career Promise. Students and their parents who attend our Fall Curriculum Night will have time and resources to discuss goals and work together to create a plan to support their academic success.

WHY:

- We would like this event to be the first of several family engagement events during 2024-25. During our fall curriculum night event, students will introduce their parents to key learning targets across different curricula. First, families will have dinner with staff, providing an opportunity to build positive relationships. Families will then be invited to attend sessions led by students that will highlight various activities rooted in academics. As a result, students will have opportunities to demonstrate mastery of content and parents will gain insight into classroom experiences on our campus.
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WHEN:

- Wednesday, October 2, from 5:00 pm until 6:30 pm

WHERE:

- On-campus at Cochrane Collegiate Academy
 - Begin inside the Cafeteria for the Title 1 Presentation
 - Dinner with staff
 - Dismissed to classrooms for presentations
 - Follow bell schedules for rotations

III. Flexible meeting times

A. Meetings are held at 2:30pm on the 2nd Tuesday and 4th Wednesday of each month. These meetings will be in person with the potential to be live-streamed via the Cochrane Collegiate Academy Facebook upon Request.

IV. Title I Part A Planning

A. What timeline and strategies will you use to involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Part A Program.

V. Parent Information and Opportunities

A. Describe how you will provide parents and families with the following: 1. Parents will receive Timely information about Title I Part A Programs through Connect Education Calls, Social Media Links, Parent Square, Communities in Schools partners, and flyers. 2. Cochrane's School performance profiles are on our school CMS Website & available upon request.

3. Parents can review assessment results of their child's performance using their CANVAS and Powerschool access. This invitation allows parents to be aware of their student's learning experience continuously. We will also share Access Letters with Teachers as a talking point during conferences, etc.

4. By administering assessments that are carefully aligned to standards and curriculum, educators can understand how student learning progresses. Like curriculum, checks must be aligned to the content and to grade-specific standards to assess whether or not a student has gained the knowledge, skills, and abilities described in the standards. If a curriculum is aligned to standards, and if assessments are aligned to standards, then the assessments—not only large-scale summative assessments but also classroom formative processes and any other assessments that may be administered—must also be aligned to curriculum. This comprehensive alignment ensures that students will be able to gather information related to the specific area(s) of the curriculum that students are engaging with NCDPI curriculum standards.

5. SLT Meetings serve as a prime time for addressing questions, and concerns and considering the needs of stakeholders. Parents have many opportunities to volunteer, donate, and have equitable access to teachers and staff through translation services, parent-teacher conferences, and Parent Square.

VI. School-Family Compact

A. By mid-Quarter 1, parents will have the opportunity to review and sign our school compact. The school compact outlines the responsibilities and commitments of all parties in student achievement. This compact is available in all student languages to ensure that there is equitable access to the agreement.

VII. Building Parent and Family Engagement Capacity

A. Briefly discuss how you will address the following:

The Family Engagement Committee will provide ways for parents to support their child's growth, development, and learning through community partnerships and home-to-school relationships.

STANDARDS ADDRESSED BY RESOURCES:

- SEL Reflections Middle School Journal Kit (CASEL core competencies)
- TickleMe Plant Growing Kit (6L1, 7L1, 8L3, EEN1.1, EEN2.1, and BIO2.1... all addresses plant growth & behavioral adaptations)
- Junior Individual Learning Math Kit (Ratio & Proportional relationships, the Number Systems, Expressions & Equations grades 6-9)
- Student Drawing Set (6-12 Use the language of visual arts to communicate effectively)

RESOURCES TO ENHANCE STUDENT-PARENT INTERACTIONS:

- Homework Helper Pack
- The 7 Habits of Highly Effective Teens Workbook
- Communication Skills for Teens
- The Homework Helpers Guide
- ParentSquare

By utilizing these resources, parents can interact with their children to explore strategies for success. After the exploration ends, students and their parents can then create a plan for the new school year that involves implementing these newly acquired skills. Working together, students will be supported by parents who understand the importance of communication, planning, and engagement related to overall student success.

We hope at CCA that the parent involvement that started over the summer will continue well into the new school year. The idea is that by creating a plan with their child, parents will be encouraged to extend their involvement in the school building itself.

VIII. MultiLanguage Learners and Disabled Parents and Families

A. Cochrane urges parents to support their child's learning at home by assisting with homework and reading every night, participating in school committees, and volunteering in classrooms. In particular, parents of students with disabilities have additional legal mandates that support their involvement in the identification/eligibility of children for special education and instructional planning (Individuals with Disabilities Education Improvement Act, 2004). Parents of English language learners (ELLs) with disabilities are a group that faces several possible barriers to being fully involved in the education of their child in the way that U.S. educators and policymakers conceive of involvement. Recognizing the barriers makes it possible to reach out to parents and support them in becoming involved.

IX. Parent/Family Requests

A. Cochrane will provide practical support for activities requested by parents and families using, by not limited to, our Social Worker resources and our Communities in Schools liaison.

X. Annual Evaluation

A. Cochrane will maintain the 4th Wednesday of every month meeting to discuss the effectiveness of the parent and family engagement policy. During this time, we invite parents to share input and concerns they may have as we all work to improve the academic quality of our school.

XI. Other Parent and Family Engagement Practices (School may include the following).

A. Cochrane will include the following practice in alignment with our school improvement plan:

1. Involve parents/families in the development of training for teachers, principals, and other educators
2. Provide necessary literacy training and align best practice strategies with ML students
3. Arrange school meetings at a variety of times or conduct in-home conferences for those unable to attend in-school activities.