

(Title I)

The Executive Director or Executive Committee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned in a manner that ensures equivalency among the schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among schools.

Parents and pupils of private schools who are eligible for services as residents within the School shall be provided services on an equitable basis in accordance with 20 U.S.C. 6320 of the Elementary and Secondary Education Act.

Title I Parental Involvement

The School maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in School-level compacts.

School-Level Parental Involvement Compact. The Executive Director or Executive Committee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain:

- The School's expectations for parental involvement;
- Specific strategies for effective parent involvement activities to improve student academic achievement and School performance;
- A process for continually involving parents/guardians in its development and implementation;
- How parents/guardians, the entire School staff, and students share the responsibility for improved student academic achievement;
- The means by which the School and parents/guardians build and develop a partnership to help children achieve the state's high standards; and
- Other provisions as required by federal law.

The Executive Director or Executive Committee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Adopted: September 14, 2015

LEGAL REF.:

20 U.S.C. 6301 *et seq.*, No Child Left Behind

COMPENSATORY EDUCATION

(Title I)

Parental Involvement Compact

The Parental Involvement compact shall provide an understanding of the joint responsibility of the School and parents/guardians to improve students' academic achievement and School performance.

To that end, the School provides opportunities for parents/guardians involvement in the joint development of the School's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. 6312), and the process of School review and improvement (20 U.S.C. 6316) by:

- Establishing a Parental Involvement Committee with parents/ guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.
- Establishing meaningful, ongoing two-way communication between the School, staff, and parents/guardians.
- Developing a medium to communicate to parents/guardians about the plan and seek their input and participation.
- Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation (e.g. illiteracy or language difficulty).

The School provides the coordination, technical assistance, and other support necessary to plan and implement effective parents/guardians involvement activities to improve student academic achievement and School performance by:

- Providing ongoing workshops to plan and implement improvement strategies.
- Establishing training programs for School liaison(s).
- Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
- Seeking input from parents/guardians in developing workshops.
- Providing ongoing communication about the School-wide committee through newsletters or other written or electronically communicated means.
- Engaging the school parent organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- Utilizing parent organizations to assist in identifying effective communication strategies based on their members' needs.

The School coordinates and integrates parents/guardians involvement strategies under this compact with parents/guardians involvement strategies under other programs, (such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs) by:

- Involving School representatives from other programs to assist in identifying specific population needs.
- Sharing data from other programs to assist in developing new initiatives to improve academic achievement and School improvement.

The School conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have

limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/ guardians involvement policies described in this section by:

- Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with School administrative staff, parents/guardians, and teachers.
- Identifying barriers to effective evaluation by language support or other assistance as needed.
- Identifying potential policy and compact changes to revise and improve program(s). The

School involves parents/guardians in the activities by:

- Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
- Providing administrator and parent organization coordination of events.
- Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The School administrator shall:
 - Invite all parents/guardians of participating children to the annual meeting at School.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the school representatives on the committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
- Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. The School administrator shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and School performance.
 - Engage school-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.
- Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan (under 20 U.S.C. 1114). The School administrator shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the School-based committee to plan, review, and recommend improvements to the School parent involvement policy.
- The School administrator shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of School newsletters, the web site, e-mail and telephone contact, and home visits if needed.

The School administrator will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

The School administrator shall:

- Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
- Develop a feedback loop for parents/guardians to ask questions and receive follow-up.

If the school wide plan is not satisfactory to the parents/guardians of participating children, the School administrator shall:

- Submit any comments when the School makes the plan available to the Governing Body.
- Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the state's student academic achievement standards.

Each parent/guardian is responsible for supporting their children's learning, by:

- Monitoring attendance, homework, and television viewing.
- Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.

Communication between teachers and parents/guardians occurs on an ongoing basis through:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

School Capacity for Involvement.

To ensure effective involvement of parents/guardians and to support a partnership, the School shall:

- Provide assistance to parents/guardians of children served in understanding the state's academic content standards and state student academic achievement standards, state and local assessments, monitoring a child's progress, and work with educators to improve the achievement of their children.
- Provide materials and training (such as literacy, technology, et cetera) to help parents/guardians work with their children.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate with and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them.
- Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs and conduct other activities, such as parent/guardian resource centers that encourage and support parents/guardians in more fully participating in the education of their children.
- Ensure that information is sent to the parents/guardians of participating children in a format and language

that parents/guardians can understand.

- Involve parents/guardians in the development of training for teachers, school administrators, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds received under this part if the School has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in School-related meetings and training sessions.
- Train parents/guardians to enhance the involvement of other parents/ guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a School-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the School, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and School reports in a format and, to the extent practicable, in a language such parents/guardians understand.

**COMPENSATORY EDUCATION CHECKLIST FOR
DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE OF
PARENT INVOLVEMENT COMPACTS FOR TITLE I PROGRAMS**

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Executive Director or Executive Committee designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. Check steps as completed.

- Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates, convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with "introducing where we are now" and end with "next steps."
 - Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the District- and school-level compacts as developed.
 - Agendas should also include a section to inform parents/guardians of their school's participation under Title I and to explain Title I's requirements regarding parent involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the school-wide program plan.
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - Parents/guardians of students participating in Title I programs
 - Staff members
 - Students participating in Title I programs
 - School Board members
 - Media
 - Coordinators for other school programs, (e.g. Head Start and preschool programs)
 - Officials of private schools

- Other
- Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- Make all Open Meetings Law notifications and postings for meetings to be held to discuss District and/or school compacts. (Notice and record keeping shall be in accord with the open meeting laws)
- Appoint a recording secretary to keep meeting minutes.
- Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Determine "success" indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- Review the "success" indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- If the school-wide program plan is not satisfactory to the parents/ guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Governing Board.
- Provide status reports to the Governing Board and, periodically, request the Board's approval of the parental involvement compacts as they evolve.
- Revise the applicable parental involvement compacts as necessary.

COMPENSATORY EDUCATION

NOTICE TO PARENTS

Improving Basic Programs Operated by Local Educational Agencies

At the beginning of each school year, a school or district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: [20 U.S.C 6311(h)(6)(A)]

- Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status.
- The teacher's baccalaureate degree major and any other graduate certifications or degrees.
- Whether paraprofessionals provide services to the student and, if so, their qualifications.

A school must provide to parents information on the level of achievement of the parent's child in each of the state academic assessments. [20 U.S.C 6311(h)(6)(B)(i)]

A school must provide parents timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified. [20 U.S.C 6311(h)(6)(B)(ii)]

Academic Assessment and Local Education Agency and School Improvement

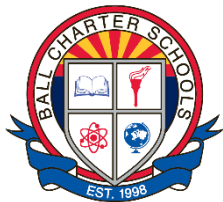
A school or district shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement, corrective action or restructuring: [20 U.S.C 6316(b)(6)]

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the state educational agency;
- The reasons for the identification;
- An explanation of what the school identified for school improvement is doing to address the problem;
- An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- An explanation of the parents' option to transfer their child to another public school (with transportation provided by the agency when required) or to obtain supplemental educational services for the child.

Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan. [20 U.S.C 6316(b)(8)(c)]

The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under 20 U.S.C. 6316(b)(1)(E)(i), for corrective action under 20 U.S.C. 6316(b)(7)(C)(i), or for restructuring under 20 U.S.C. 6316(b)(8)(A)(i).: [20 U.S.C. 6316(e)(2)(A)]

- The availability of supplemental education services;
- The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and



- A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [20 U.S.C 6318(b)]

Each school shall: [20 U.S.C 6318(c)]

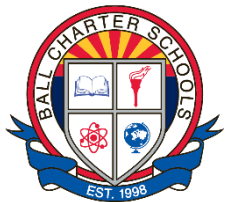
- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
- Offer a flexible number of meetings;
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school-wide program plan under 20 U.S.C. 6314(b)(2);
- Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Voluntary Public School Choice Program

The school or district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of: [20 U.S.C. 7225d(a)(2)]

- The existence of the program;
- The program's availability; and
- A clear explanation of how the program will operate.





Hearn Academy

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May 6, 2020

Hearn Academy,

This letter accompanies your official copy of the Charter School Policy Handbook and Administrative Regulations of Arizona Ball Charter Schools. This handbook was adopted in its entirety by the Governing Board of Arizona Ball Charter Schools on June 9, 2014.

Periodically, as the Governing Board takes action to make changes to this handbook the Board Executive Assistant will provide those new pages to your campus designee. The designee will be responsible for discarding the old pages and replacing them with the updated pages.

It is essential that this handbook is kept up to date and accessible at the School Office where parents, staff, and the community can request to view its contents. Please ensure that when it is viewed or copies are made that the handbook is not altered. The Introduction to the manual states, "To promote harmony, efficiency, uniformity of interpretation, coordination of effort, and fairness to all concerned, this Handbook will be accessible at the School office and at such other places as designated by the Executive Director or Executive Committee."

Thank you for your diligence in helping the Arizona Ball Charter Schools maintain a consistent and accurate set of policies at Hearn Academy.

Sincerely,

John Huppenthal
Governing Board President
Hearn Academy: A Ball Charter School



Dobson Academy



Hearn Academy



Val Vista Academy