

Local Educational Agency (LEA)-Wide Parent and Family Engagement Policy



Friendship Public Charter School

Local Educational Agency (LEA) Parent and Family Engagement Policy *Friendship Public Charter School* *School Year 2019-2020*

PART I. GENERAL EXPECTATIONS

The Friendship Public Charter School agrees to implement the following requirements as outlined by ESEA Section 1116:

- The LEA will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. (Section 1116(a)(1))
- The LEA will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESEA
- The LEA will work with its Title I schools to ensure that the school-level parent and family engagement policy must include, as a component, a school-parent compact consistent with section 1116(d). [DCPS Requirement, Recommended for all charter school LEAs]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its Title I schools will provide full opportunities for the informed participation of parents (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background), including 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. (Section 1116(a)(2)(D)(i) and 1116(f))
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to the Office of the State Superintendent of Education. (Section 1116(b)(4))

- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Section 1116(a)(3)) [Note: The parent and family engagement reservation is required for each LEA receiving a Title I Part A allocation greater than \$500,000. For these LEAs, the reservation must be a least 1 percent of the allocation and LEAs have discretion to reserve more.] Funds reserved for PFE activities must be used for at least one of the following activities:
 - i. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding PFE strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, para-professionals, early childhood educators, and parents and family members.
 - ii. Supporting programs that reach parents and family members at home, in the community and at school.
 - iii. Disseminating information on best practices focused on PFE, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - iv. Collaborating, or providing subgrants to schools to enable schools to collaborate with community-based organizations or employers with a record of success in improving and increasing PFE.
 - v. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's PFE policy.

- The LEA will be governed by the following statutory definition of parent involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition (Section 8101(39)):

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) That parents play an integral role in assisting their child's learning;

(B) That parents are encouraged to be actively involved in their child's education at school;

(C) That 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; and

(D) The carrying out of other activities, such as those described in section 1116 of ESEA.

Additional Required Responsibilities of Title I Schools under Sec. 1116(c) (Note: these are requirements that Title I schools must follow, but are optional as to being included in the school-parent compact)

The Friendship Public Charter Schools will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any Title I schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment (PARCC) in at least math, language arts and reading.

PART II. DESCRIPTION OF HOW THE LEA WILL IMPLEMENT REQUIRED LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Friendship Public Charter Schools will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of family support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA, as applicable.
 - *Initial meeting at District PAC to start the conversation.*

- *Parent surveys (electronic email & text message included - and hard copies) sent out semi-annually and collaborate with school leaders to encourage parents to do the surveys.*
2. The **Friendship Public Charter Schools** will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education
 - *A network-wide town hall to incorporate all stakeholders twice a year.*
 - *Have a specific focus for parents of students with needs (language barriers, disabilities and parents who have students in extended day and summer learning programs).*
 - *Have credit-based, learning classes that are based on life skills.*
 3. The **Friendship Public Charter Schools** will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs:
 4. The **Friendship Public Charter Schools** will conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
 - i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - iii. Strategies to support successful school and family interactions
 - *Annual satisfaction survey with a follow-up discussion of next steps.*
 5. The **Friendship Public Charter Schools** will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies.
 - *Use evidence based strategies from other schools that are similar to FPCS in addition to our internal evaluations. Implement best practices. Be able to send documentation to parents who speak other languages.*
 - *Provide educational resources for parents in addition to workshop.*
 6. The **Friendship Public Charter Schools** will involve parents in the activities of the schools served under Title I, which may include establishing a parent advisory board.

The board should comprise of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

- *District PAC at Friendship PCS is established to come together and share.*

7. [DCPS Requirement in accordance with Section 1116(e), Recommended for all charter school LEAs] The **Friendship Public Charter Schools** will build the schools' and parent's capacity for strong parental and family engagement to:

- Ensure effective involvement of parents and strong partnership among the schools involved, parents, and communities and
- Improve students' academic achievement.

A. The **Friendship Public Charter Schools** will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- District of Columbia academic standards;
 - The District of Columbia and LEA academic assessments, including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and
 - How to work with educators.
-
- *Offer workshop that help parents understand academics and provide resources for them (such as data talks, math night, computer/technology classes, communication workshops, other family engagement conferences, etc.).*

C. The **Friendship Public Charter Schools** will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by undertaking following activities:

- *Principals should alternate their chat and chew times to accommodate parents' schedules.*

D. The LEA and each of its Title I schools will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and inform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Sending out regular communication in the parents' native language. Send communication out in multiple ways such as hard copies, robo-calls, emails, letters in backpack and class communication system.*
- E. The LEA and each of its Title I schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the following Federal, District, and LEA programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children including:
- *Fresh fruit and vegetable markets for all campuses.*
- F. The LEA and each of its Title I schools shall provide such other reasonable support for its parental involvement activities as the parents may request.

PART III. DISCRETIONARY LEA-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

NOTE: The LEA-wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the LEA, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1116(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs

- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities

* * * * *

PART IV. ADOPTION

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent and family meetings, written or verbal comments on draft policies, and a form on website soliciting feedback.

This policy was adopted by **Friendship Public Charter Schools** on **10/3/2019** and will be in effect for the period of school year 2019-20, and will remain in effect until revised. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before **11/1/2019**.



(Signature of Authorized Official)

10/3/19

(Date)