

DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY

PART I. GENERAL EXPECTATIONS

The Esperanza Academy Charter School agrees to implement the following requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its school buildings with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school will work with its school buildings to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this school wide parental involvement policy into its districts plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school and its school buildings will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the District plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school will involve the parents of children served in Title I, Part A school buildings in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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;
- d) the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Esperanza Academy Charter School will take the following actions to involve parents in the joint development of its school wide parental involvement plan under section 1112 of the ESEA:
 - Annual Parent Title I Meetings to inform parents of their participation in Title I, the Title I involvement requirements and their rights to be involved.
 - Review and revise school-parent compact with parents and school staff annually.
 - Provide all parents with a copy of the district’s parent involvement policy each year.
 - Have Parents participate in an annual parent involvement survey.
2. The Esperanza Academy Charter School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Develop a Parent Advisory Council.
 - Annually meet with school staff and the Parent Advisory Council to review and update parent involvement policy and parent compact.
 - Review parent involvement survey results with school staff and the Parent Advisory Council and use the results to revise the parental programs.
3. The Esperanza Academy Charter School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Work with the Federal Programs and Student Achievement Departments to ensure that the school is providing necessary learning tools and educational programs in accordance with guidelines of Title I Part A and NCLB.
 - Meetings between invited parents, administration and staff for professional development needs and training to provide most effective teaching tools and resources to increase student achievement. Discussion to include PSSA, Keystone, and local assessment data and results.
4. The Esperanza Academy Charter School, to the extent feasible, will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs by:
- Inviting program members to participate in parent meetings held during the school year.
 - Inviting program members to participate in professional development activities.
 - Organizing and participating in joint transition-related training of school staff, Head Start staff and other early childhood development programs.
 - Conducting meetings involving parents and programs participants to discuss development and assessments needs of individual children.
5. The Esperanza Academy Charter School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Work with the Parent Advisory Council.
 - The Federal Programs, Curriculum, and Student Achievement Departments will enhance the alignment of current curriculum with developed Title I Programs. The catalyst for integration will be innovative technology to assist the needs of all children.
 - The Program/Policy will be evaluated initially by Federal Programs, Student Achievement, and Senior Administrators on meeting the needs of all students, with concentrations in the areas of reading, writing, speaking, listening and mathematics.

- Program/policy evaluation findings will be shared with parents via meetings, surveys and other means of communication to work collectively to update and improve policies as needed.

6. The Esperanza Academy Charter School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:
 1. Provide assistance to Title I parents as appropriate in understanding standards, state and local assessments, the requirements of Part A, monitoring a child's progress and working with educators by conducting workshops at host locations such as Intermediates, enlistment of County and State Parent Advisory Committees and Workshops.
 2. Provide parents with PDE websites and Department of Ed websites specific to academic standards, assessments, NCLB, and Title I Part A.
 3. Organize and participate in joint transition-related training of school staff, Head Start staff and other early childhood development programs.
 4. Conduct meetings involving parents and programs participants to discuss development and assessments needs of individual children.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing parents with Parent Handbook.
- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Home Instruction Programs, and training to support needs of children.
- Having parent activities at a variety of times throughout the day to meet the needs of parents.

C. The school will, with the assistance of its school buildings and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Annual Parent Title I Meetings to inform parents of their participation in Title I, the Title I involvement requirements and their rights to be involved.
- Additional meetings that are devoted specifically to addressing an understanding of academic standards, assessment, enrichment and remediation for parents to support their children.
- Communicate to parents updates and changes to Federal and State policies, assessments and mandates of ESSA.
- Jointly with parents, review school-parent compact outlining how parents, the entire school staff and students share in the responsibility for improved student achievement.
- Staff Professional Development.

D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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, by:

- Inviting program members to participate in parent meetings held during the school year.
- Inviting program members to participate in professional development activities.
- Organizing and participating in joint transition-related training of school staff, Head Start staff and other early childhood development programs.
- Conducting meetings involving parents and programs participants to discuss development and assessments needs of individual children.

E. The school will take the following actions to ensure that information related to the school buildings and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative

formats upon request, and, to the extent practicable, in a language the parents can understand:

- Mailings
- Random phone call reminders
- Emails
- Postings on District website

PART III. DISCRETIONARY DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide 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 parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.