



Parent and Family Engagement Policy

LEA Level

Purpose

Parents serve as key shareholders in the educational processes of the students attending Avon Grove Charter School. The Parent and Family Engagement Policy of Avon Grove Charter School ensures equitable participation in the planning, reviewing, and implementation of all parent programs and activities.

The Parent and Family Engagement Policy is being adopted in order to:

1. Foster strong effective partnerships among parents, families, schools, and the community that serves to improve academic quality and student performance;
2. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and performance; and
3. Comply with Title 1, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA).

Definitions

Building- The term “building” references either the Early Learning Center Campus (ELC) or the State Road Campus (State Rd) within the Avon Grove Charter School.

District- In relation to the Parent and Family Engagement Policy, the term “district” refers to Avon Grove Charter School as a whole.

Parent- A parent is legally defined as a biological parent, step-parent, or a foster parent of a student or a person who has legal custody of a student pursuant to a court order **and** with whom the student resides. For the purpose of this policy, parent encompasses all family situations.

Parent and Family Engagement- Parent and Family Engagement is best defined as the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other activities.

Parent involvement can be accomplished in a variety of ways, which include the following:

- reading together at home with your children
- developing expectations for your child and communicating such expectations to your child
- communicating positive values such as respect, responsibility, and hard work
- providing your child with positive encouragement when he/she achieves certain goals
- speaking with your child's teacher on a regular basis and offering any assistance that the teacher may suggest
- becoming involved in the school's PTO and/or committees
- discussing your child's assessment scores after receiving the reports and explanation from the school

Title 1- Title 1, Part A of the Every Student Succeeds Act, provides financial assistance to local educational agencies (LEAs) and schools to improve the academic achievement of disadvantaged students. This grant is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Guidelines

The Avon Grove Charter School agrees to implement the following:

1. Implement programs, activities, and procedures for the engagement of parents/families in all of its schools with Title I, Part A programs, consistent with section 1116 of the ESSA. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents/families of participating children.
2. AGCS will work with its buildings to ensure that the required school-level parent/family engagement policies meet the requirements of section 1116 of the ESSA, and each includes, as a component, a school-parent compact consistent with section 1116 of the ESSA.

3. AGCS will incorporate this policy into its LEA comprehensive plan developed under section 1112 of the ESSA.

4. In carrying out the Title I, Part A parent/family engagement requirements, to the extent practicable, AGCS and its buildings will provide full opportunities for the participation of parents/families with limited English proficiency, parents/families with disabilities, and parents/families with migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents/families understand.

5. If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA is not satisfactory to the parents/families of participating children, AGCS will submit any parent/family comments with the plan when the school district submits the plan to PDE.

6. AGCS will involve the parents/families of children served in Title I, Part A schools in decisions about how the one percent (1%) of Title I, Part A funds reserved for parent/family involvement is spent and will ensure that not less than ninety (90%) of the one percent (1%) reserved goes directly to the schools. If allocation thresholds are met.

Implementation of the AGCS Parent and Family Engagement Policy

AGCS will take the following actions to involve parents/families in the joint development, review, and improvement of the AGCS Parent/Family Engagement Policy through participation in:

- Annual Title I Meetings (in-person & virtual)
- Parent Surveys & Questionnaires
- School-Family Compact

Families will receive timely information about the Title I program:

- Title I Notification Letter
- Annual Title I Meetings
- Correspondance between home and school (email, phone, flyers, etc)
- Progress Reports at the end of each grading period
- Website

AGCS will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing

effective parent/family engagement activities to improve student academic achievement and school performance:

- Academic Standards will be accessible via our Federal Programs webpage
- PSSA Parent Letters
- Annual Title I Fall Meeting
- Parent-teacher conferences
- Open House & Transition Nights
- Monthly Reading Newsletters/Tips on Helping Children Do Better in School
- Virtual Math Night

AGCS Staff involvement in coordinating Parent Family Engagement by:

- Meet at least (2) times annually with building-level principals and staff to provide guidance, training, and support in developing and sustaining effective parent/family engagement strategies.
- Coordinate staff development opportunities for school and building personnel regarding parent and family engagement strategies, specific to their needs.
- Disseminate information to buildings on best practices focused on parent and family engagement, especially practices for increasing engagement of economically disadvantaged parents and family members.
- Provide adequate advance notice to parents/families of meetings and cancellations of meetings through newsletters, websites, phone calls, notices sent home, social media, and the automated home calling system.
- Provide translators, translation devices, and/or other translation services to parents/families whose first language is other than English.
- Train new staff involved with parental/family engagement in Title I requirements (e.g. principals and administrative staff).

AGCS will take the following actions to conduct, with the engagement of parents/families, an annual evaluation of the content and effectiveness of this parent/family involvement policy in improving the quality of its Title I, Part A schools.

The evaluation will include identifying barriers to greater participation by parents/families in parent/family involvement activities (with particular attention to parents/families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). AGCS will use the findings of the evaluation about its parent/family engagement policy and activities to design strategies for more effective parent/family engagement, and to revise, if necessary (and with the involvement of parents/families) its parent/family engagement policies.

- AGCS will distribute an annual survey to Title I parents/families to provide feedback and suggestions for improving its parent/family engagement policy and activities. (Fall and Spring).
- AGCS will work cooperatively with its PTO to revise, if necessary, its parent/family engagement policy and plan and will use the survey information to plan more effective parent/family engagement activities.

AGCS will build the school/parent/family capacity for strong parent/family engagement, in order to ensure effective engagement of parents/families and to support a partnership among the school involved, parents/families, and the community to improve student academic achievement, through the following activities specifically described below:

1. AGCS will, with the assistance of its Title I, Part A schools, provide assistance to parents/families of children served by the school, as appropriate, in understanding topics such as the following:

- a. State academic standards.
- b. State and other academic assessments (local assessments)
- c. The requirements of Title I Part A.
- d. How to monitor their child's progress and how to communicate with school staff.

2. Such assistance may include providing school-based workshops, providing appropriate materials, and supporting the attendance of parents/families.

- a. Encourage schools to invite families to school staff development days when the above topics are mentioned.
- b. Recommend that principals add a parent/family component to staff development days at school sites.
- c. Provide information to parents/families in clear and simple language.

3. AGCS will, with the assistance of its schools, provide materials and training to help parents/families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental engagement, by:

- a. Providing school-wide training workshops, held at a variety of times, for parents/families in order to maximize parent/ family engagement and participation in their children's education.
- c. Fostering smooth transitions and positive social interactions for families.
- d. Facilitating social support.
- e. Providing families with easy access to information that will enable them to function effectively in school culture.
- f. Encouraging parent/family engagement in decision-making at both the school and other decision-making meetings when feasible and appropriate.
- g. Engaging stakeholders in the Avon Grove Charter School vision, mission, and values.
- h. Preparing the district's families for the 21st Century.

4. AGCS will, with the assistance of its schools and parents/families, educate its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents/families as equal partners, in the value and utility of contributions of parents/families, and in how to implement and coordinate parent/family programs and build ties between parents and schools.

- Training will be provided 2 times per year (Fall and Spring) via Staff Meetings
 - Topics include Meaningful Parent-Teacher Conferences, Communication Strategies, Student-led Conferences, etc.

5. AGCS will, to the extent feasible and appropriate, coordinate and integrate parent/family engagement programs and activities with Migrant programs, public preschool, and other programs, and conduct other activities that encourage and support parents/families in more fully participating in the education of their children.

6. AGCS will ensure that information related to the school and parent/family programs, meetings, and other activities, is sent to the parents/families 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.



Parent and Family Engagement Policy

Building Level (ELC)

Purpose

Parents serve as key shareholders in the educational processes of the students attending Avon Grove Charter School. The Parent and Family Engagement Policy of Avon Grove Charter School ensures equitable participation in the planning, reviewing, and implementation of all parent programs and activities.

The Parent and Family Engagement Policy is being adopted in order to:

1. Foster strong effective partnerships among parents, families, schools, and the community that serves to improve academic quality and student performance;
2. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and performance; and
3. Comply with Title 1, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA).

Definitions

Building- The term “building” references either the Early Learning Center Campus (ELC) or the State Road Campus (State Rd) within the Avon Grove Charter School.

District- In relation to the Parent and Family Engagement Policy, the term “district” refers to Avon Grove Charter School as a whole.

Parent- A parent is legally defined as a biological parent, step-parent, or a foster parent of a student or a person who has legal custody of a student pursuant to a court order **and** with whom the student resides. For the purpose of this policy, parent encompasses all family situations.

Parent and Family Engagement- Parent and Family Engagement is best defined as the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other activities.

Parent involvement can be accomplished in a variety of ways, which include the following:

- reading together at home with your children
- developing expectations for your child and communicating such expectations to your child
- communicating positive values such as respect, responsibility, and hard work
- providing your child with positive encouragement when he/she achieves certain goals
- speaking with your child's teacher on a regular basis and offering any assistance that the teacher may suggest
- becoming involved in the school's PTO and/or committees
- discussing your child's assessment scores after receiving the reports and explanation from the school

Title 1- Title 1, Part A of the Every Student Succeeds Act, provides financial assistance to local educational agencies (LEAs) and schools to improve the academic achievement of disadvantaged students. This grant is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Guidelines

The Avon Grove Charter School agrees to implement the following:

1. Implement programs, activities, and procedures for the engagement of parents/families in all of its schools with Title I, Part A programs, consistent with section 1116 of the ESSA. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents/families of participating children.
2. AGCS will work with its buildings to ensure that the required school-level parent/family engagement policies meet the requirements of section 1116 of the ESSA, and each includes, as a component, a school-parent compact consistent with section 1116 of the ESSA.

3. AGCS will incorporate this policy into its LEA comprehensive plan developed under section 1112 of the ESSA.

4. In carrying out the Title I, Part A parent/family engagement requirements, to the extent practicable, AGCS and its buildings will provide full opportunities for the participation of parents/families with limited English proficiency, parents/families with disabilities, and parents/families with migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents/families understand.

5. If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA is not satisfactory to the parents/families of participating children, AGCS will submit any parent/family comments with the plan when the school district submits the plan to PDE.

6. AGCS will involve the parents/families of children served in Title I, Part A schools in decisions about how the one percent (1%) of Title I, Part A funds reserved for parent/family involvement is spent and will ensure that not less than ninety (90%) of the one percent (1%) reserved goes directly to the schools. If allocation thresholds are met.

Implementation of the AGCS Parent and Family Engagement Policy

AGCS will take the following actions to involve parents/families in the joint development, review, and improvement of the AGCS Parent/Family Engagement Policy through participation in:

- Annual Title I Meetings (in-person & virtual)
 - Fall and Spring
- Parent Surveys & Questionnaires
 - Title I/III Program Surveys every Spring
- School-Family Compact
 - Distributed upon student receiving Title I Programming
 - Email and/or paper-based

Families will receive timely information about the Title I program:

- Title I Notification Letter and brochure with program explanation & contact information
- Annual Title I Meetings
- Correspondance between home and school (email, phone, flyers, etc)

- Title I teacher and family
- Federal Programs Coordinator and family
- Progress Reports at the end of each grading period
- Website

AGCS will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent/family engagement activities to improve student academic achievement and school performance:

- Academic Standards will be accessible via our Federal Programs webpage
- PSSA Parent Letters
- Annual Title I Fall Meeting
- Parent-teacher conferences
- Open House & Transition Nights
- Monthly Reading Newsletters/Tips on Helping Children Do Better in School
- Virtual Math Night
- Summer and fall parent workshops that support parents with the use of PowerSchool, Schoology, and enrollment paperwork

AGCS Staff involvement in coordinating Parent Family Engagement by:

- Meet at least (2) times annually with building-level principals and staff to provide guidance, training, and support in developing and sustaining effective parent/family engagement strategies.
 - Summer and Winter
- Coordinate staff development opportunities for school and building personnel regarding parent and family engagement strategies, specific to their needs.
 - Every August in-service
- Disseminate information to buildings on best practices focused on parent and family engagement, especially practices for increasing engagement of economically disadvantaged parents and family members.
 - Prior of parent teacher conferences
- Provide adequate advance notice to parents/families of meetings and cancellation of meetings through newsletters, websites, phone calls, notices sent home, social media, and the automated home calling system.

- Blackboard/PowerSchool, Talking Points, Facebook, Instagram
- Provide translators, translation devices, and/or other translation services to parents/families whose first language is other than English.
 - Offered at all events that involve parents
 - Coordination with the CCIU
- Train new staff involved with parental/family engagement in Title I requirements (e.g. principals and administrative staff).
 - August In-Service
 - New Teacher Induction
 - Yearly meeting with administrative assistants and attendance & enrollment department

AGCS will take the following actions to conduct, with the engagement of parents/families, an annual evaluation of the content and effectiveness of this parent/family involvement policy in improving the quality of its Title I, Part A schools.

The evaluation will include identifying barriers to greater participation by parents/families in parent/family involvement activities (with particular attention to parents/families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). AGCS will use the findings of the evaluation about its parent/family engagement policy and activities to design strategies for more effective parent/family engagement, and to revise, if necessary (and with the involvement of parents/families) its parent/family engagement policies.

- AGCS will distribute an annual survey to Title I parents/families to provide feedback and suggestions for improving its parent/family engagement policy and activities. (Fall and Spring).
- AGCS will work cooperatively with its PTO to revise, if necessary, its parent/family engagement policy and plan and will use the survey information to plan more effective parent/family engagement activities.
- Create a committee; off-shoot of strategic planning to identify parent needs, brainstorm two-way involvement between families and schools. Seek creative, “out of box” ways to reach families from all of our sending districts.

AGCS will build the school/parent/family capacity for strong parent/family engagement, in order to ensure effective engagement of parents/families and to support a partnership among the school involved, parents/families, and the community to improve student academic achievement, through the following activities specifically described below:

1. AGCS will, with the assistance of its Title I, Part A schools, provide assistance to parents/families of children served by the school, as appropriate, in understanding topics such as the following:

- a. State academic standards.
- b. State and other academic assessments (local assessments)
- c. The requirements of Title I Part A.
- d. How to monitor their child's progress and how to communicate with school staff.

2. Such assistance may include providing school-based workshops, providing appropriate materials, and supporting the attendance of parents/families.

- a. Encourage schools to invite families to school staff development days when the above topics are mentioned.
- b. Recommend that principals add a parent/family component to staff development days at school sites.
- c. Provide information to parents/families in clear and simple language.

3. AGCS will, with the assistance of its schools, provide materials and training to help parents/families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental engagement, by:

- a. Providing school-wide training workshops, held at a variety of times, for parents/families in order to maximize parent/ family engagement and participation in their children's education.
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- e. Providing families with easy access to information that will enable them to function effectively in school culture.
- f. Encouraging parent/family engagement in decision-making at both the school and other decision-making meetings when feasible and appropriate.

- g. Engaging stakeholders in the Avon Grove Charter School vision, mission, and values.
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