

Title I, Part A: LEA Parent-Family Engagement Policy

PART I. GENERAL EXPECTATIONS

Propel Schools agrees to implement the following statutory requirements:

1. The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools 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.
2. Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parent-family engagement 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.
3. The school district will incorporate this district wide parent-family engagement policy into its LEA plan developed under section 1112 of the ESEA. In carrying out the Title I, Part A parent-family engagement requirements, to the extent practicable, the school district and its schools 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.
4. 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 school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
5. The school district will be governed by the following statutory definition of parent-family engagement , and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: Parent-family engagement means the participation of parents in regular, two-way, and meaningful communication involving scholar 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.

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

1. Propel Schools will take the following actions to involve parents in the joint development of its district wide parent-family engagement policy under section 1112 of the ESEA: a. Propel will meet with parents, families, members of the community, and school staff to discuss the design and implementation of the parent-family engagement policy. Propel will recruit participants through various avenues of publicity. Meetings will be planned and held at convenient times and locations.

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2. Propel Schools will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: a. Propel will meet with parents, families, members of the community, and school staff to discuss the design and implementation of the parent-family engagement policy. Propel will recruit participants through various avenues of publicity. Meetings will be planned and held at convenient times and locations.

3. Propel 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 scholar academic achievement and school performance: a. Monthly meetings with school leadership will be held to provide professional development and support. Monthly checklists will be sent to school leadership.

4. Propel Schools will coordinate and integrate parent-family engagement strategies in Title I, Part A with parental involvement strategies under the following other programs: a. Local Head Start Programs and partnerships with establishments in the local communities.

5. Propel Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent-family engagement 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 parent-family engagement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parent-family engagement policies.

a. Multiple modes of communication will be used to notify all parents and families of the annual review meeting. Parents and families will have the opportunity to work collaboratively with the principal and instructional coaches to provide feedback and suggestions for evaluating the parent-family engagement policy.

b. Propel Schools will build the schools' and parents' capacity for strong parent-family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve scholar academic achievement, through the following activities specifically described below:

c. The school district 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 by conducting parent-family workshops: the State's academic content standards, the State's scholar academic achievement standards, the State and local 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

d. 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 conducting parent-family workshops.

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e. The school district will, with the assistance of its schools 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 holding professional development sessions.

f. The school district will, to the extent feasible and appropriate, coordinate and integrate parent-family engagement programs and activities with Head Start and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents and families in more fully participating in the education of their children, by visiting local pre-schools and conducting parent-family workshops.

g. The school district 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 uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by using multiple exposures and modes of communication.

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

1. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
2. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
3. Paying reasonable and necessary expenses associated with parental involvement activities
4. In order to maximize parent-family 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
5. Adopting and implementing model approaches to improving parental involvement
6. Developing appropriate roles for community-based organizations and businesses in parental involvement activities
7. Providing other reasonable support for parental involvement activities under section 1118 as parents may request

PART IV. ADOPTION

This District wide Parent-Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. It will be reviewed annually with all stakeholders. The school district will distribute this policy to all parents of participating Title I, Part A children annually.

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