

Policy 918: Parent and Family Engagement

Sylvan Heights Science Charter School

Adopted: 5-28-2003

Revised: 2-26-2018

Purpose

Sylvan Heights Science Charter School (SHSCS) is committed to the belief that all children can learn and acknowledges that parents share in this commitment to the educational success of their children. The Board recognizes that parental engagement contributes to the achievement of academic standards. Further, the Board recognizes that a child's education is a responsibility shared by the school and family, and agrees that to effectively educate all students, the school and parents must work together as partners.

The Board defines parental engagement as an on-going process that assists parents and families in meeting their basic obligation as their child's first educator. It relies on clear, two-way communication between home and school, and supports parents as leaders and decision-makers at all levels concerning the education of their children.

Authority

In compliance with federal law, the Sylvan Heights Science Charter School ("the School") and parents/guardians of students shall jointly develop and agree upon a written Parental Engagement Plan for the School. When developing and implementing this policy, the School shall:

1. Involve parents/guardians in the joint development of the School's overall Title I plan and the process of school review and improvement.
2. Provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent engagement activities to improve student academic achievement and school performance.
3. Develop activities that promote the schools' and parents'/guardians' capacity for strong parental engagement.
4. Coordinate and integrate parental engagement strategies with appropriate programs, as provided by law.
5. Involve parents/guardians in an annual evaluation of the content and effectiveness of the plan to improve the academic quality of the School.
6. Identify barriers to participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
7. Use findings of annual evaluations to design strategies for more effective parent engagement
8. Involve parents/guardians in the activities of schools served under Title I.

The Principal/CAO or designee shall ensure the development, implementation of the parental engagement plan, which shall be incorporated into the School's Title I plan to be evaluated annually, with parental input and made available to parents/guardians.

Delegation of Responsibility

The Principal/CAO or designee shall ensure that the School's Title I parental engagement policy, plan, and programs comply with the requirements of federal law and shall provide to parents/guardians of students participating in Title I programs:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of objectives to be addressed.
3. A description of the services to be provided.

The Principal/CAO or designee shall ensure that information and reports provided to parents/guardians are in an understandable and uniform format and in a language the parents/guardians can understand.

Guidelines

An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents/Guardians shall be given the opportunity to participate in the design, development, operation, and evaluation of the program. Parents/Guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

In addition to the required annual meeting, additional parent/guardian meetings shall be held at various times of the day and evening. At these meetings, parents/guardians shall be provided:

1. Information about programs provided under Title I.
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. Opportunities to submit parent/guardian comments about the program.

If sufficient, Title I funding may be used to facilitate parent/guardian attendance at meetings through payment of transportation and child care costs. Opportunities shall be provided for parents/guardians to meet with the teachers to discuss their child's progress. Parents/Guardians may be given guidance as to how they can assist at home in the education of their child.

School-Parent Learning Compact

The School shall jointly develop, with parents/guardians of students, a School-Parental Learning Compact outlining the manner in which parents/guardians, school staff and students share responsibility for improved student achievement in meeting academic standards.

The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet academic standards.
2. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.

3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.

References:

20 U.S.C. 6318 2.

22 PA Code 403.1

Presented/Reviewed by Family Advisory Committee at their meeting on January 9, 2018.