

SCHOLAR POLICY – PARENT AND FAMILY ENGAGEMENT POLICY

Compass Charter Schools (“CCS”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. CCS has distributed the Policy to parents of Title I scholars by including it within both the Scholar Handbook and Welcome Back Packet. The policy is also posted on the website and a hard copy may be requested from the Central Office. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

CCS Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, CCS has established the following practices:

1. CCS involves and invites parents and family members in the joint development of the Parent Advisory Council (“PAC”).

The Parent Advisory Council meet and provide suggestions and revisions on the Parent and Family Engagement Plan. During the meeting, the Policy will be reviewed and discussed; changes will be made according to the PAC’s recommendations.

2. CCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve scholar 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.

To further build and implement effective parent and family involvement activities, CCS will staff on how to engage parents throughout the school year and will provide assistance with developing, implementing, and reviewing required plans. CCS will also create opportunities during Parent Conferences to discuss academic performance.

3. CCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

Programs and federal, state, and local agencies will be in communication with the Charter School. Materials and resources will be shared with these programs and local agencies. In addition, the Charter School will have ongoing collaboration with the designated English Learner Coordinator, Director of Special Education, Compliance Coordinator, Foster Youth, and Homeless Liaison.

4. CCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.

The Charter School will continuously research best practices to engage parents and families. The Parent Advisory Council Survey and Scholar Leadership Council Survey will be used to measure if parents and families feel engaged by Compass and understand how to voice concerns and provide feedback.

5. CCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (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).

6. CCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

CCS hosts various virtual events including workshops, conferences, and informal meetings throughout each calendar month. The school will focus on topics pertinent to parents to support their scholar with their academic success and engagement.

7. CCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful school and family interactions.

The Charter School creates virtual opportunities for parents to voice concerns and discuss school issues. Meetings and virtual events such as Parent Advisory Council meetings, Parent Conferences, Parent Town Halls with the Superintendent & CEO, and Back-to-School Nights are a few ways in which the school provides occasions for meaningful involvement.

8. CCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

The Charter School will continuously research best practices to engage parents and families. An end of year survey will be used to measure if parents and families feel engaged by Compass and provide the opportunity to provide strategies.

9. CCS involves parents in the activities of the Charter School to adequately represent the needs of the population.

The Charter School will provide professional development for school personnel regarding parent and family engagement strategies. In addition, the Charter School will share best practices for increasing the engagement of disadvantaged groups. Finally, the Charter School will distribute information to parents in the language determined by the school's population.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at CCS, the following practices have been established:

1. CCS convenes an annual meeting to inform parents of Title I scholars about Title I requirements and about the right of parents to be involved in the Title I program.
2. CCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
3. CCS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
4. CCS provides parents of Title I scholars with timely information about Title I programs.

5. CCS provides parents of Title I scholars with an explanation of the curriculum used at the Charter School, the assessments used to measure scholar progress, and the proficiency levels students are expected to meet.
6. If requested by parents of Title I scholars, CCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If CCS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

CCS distributes to parents of Title I scholars a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and scholars will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I scholars.

- CCS's responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, and engagement, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on scholar progress; access to staff; opportunities for parents to participate virtually; and opportunities to observe virtual classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

CCS engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve scholar academic achievement. To help reach these goals, CCS has established the following practices.

1. CCS provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
2. CCS provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
3. With the assistance of Title I parents, CCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.

4. CCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
5. CCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
6. CCS provides support for parental involvement activities requested by Title I parents.
7. Meaningful interactions may include:
 - a. Community partnerships
 - b. Two-way communication
 - c. Virtual access to allow parents to participate.
 - d. Quarterly Parent Advisory Council Meetings (aligned to educating parents on academic standards; guest speakers on specific topic; opportunities for parents to participate virtually)

Accessibility

CCS provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- CCS is made available for scholar, parents, learning coaches, and staff to disseminate information regarding schools announcements, newsletters, and Monday Morning Updates.
- All meetings and events are directed and held in Spanish if required.
- CCS monitors and facilitates the development and implementation of Title I parental involvement and the policies for increasing and maintaining effective parent attendance and Parent Advisory Council.