

**EDGE HIGH SCHOOL
LEA FAMILY/COMMUNITY ENGAGEMENT POLICY**

PART I. GENERAL EXPECTATIONS

Edge High School agrees to implement the following statutory requirements:

- 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.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level Family/Community 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.
- The school district will incorporate this district wide Family/Community Engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A Family/Community 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.
- 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.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for Family/Community Engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of Family/Community Engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Family/Community Engagement 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.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE FAMILY/COMMUNITY ENGAGEMENT POLICY COMPONENTS

1. Edge High School will take the following actions to involve parents in the joint development of its district wide Family/Community Engagement plan under section 1112 of the ESEA:
 - *Collaboration on the plan during the Annual Title I Parent meeting seeking feedback on the plan.*
 - *Sharing the plan on the Family section of the School website and engaging families for a comment period during the spring semester*
2. Edge High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - *Share the results of the Comprehensive Needs Assessment*
 - *Include school involvement, school climate and related questions on the Annual Parent survey to integrate feedback into the Comprehensive Needs Assessment*
3. Edge High School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Family/Community Engagement activities to improve student academic achievement and school performance:
 - *Creation and Implementation of Title I Parent Survey*
 - *Website communication*
 - *Automated phone message and email communication*
 - *District document templates for communication pieces*
 - *Calendar of Family/Community Engagement Activities*
4. Edge High School will coordinate and integrate Family/Community Engagement strategies in Part A with Family/Community Engagement strategies under the following other programs: Comprehensive School Improvement – Low Grad Rate, by:
 - *Indicating all programs under communication tools*
 - *Promoting multiple programs and outcomes on the school website*

5. Edge High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Family/Community 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 Family/Community Engagement 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 Family/Community Engagement policy and activities to design strategies for more effective Family/Community Engagement, and to revise, if necessary (and with the involvement of parents) its Family/Community Engagement policies.

- *Annual Parent Survey will include questions regarding*
 - *Preferred communication methods*
 - *Frequency of desired communication*
 - *Interest in on campus and virtual engagement activities*

1. Edge High School will build the schools' and parent's capacity for strong Family/Community Engagement, 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 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 --

- 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:

These activities will be included during the following activities

- *In person and virtual parent/support person conferences*
- *Training videos shared on the school website*

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 Family/Community Engagement, by:

- *Providing training videos on accessing school approved standards/skills remediation software*
 - *Providing year round access to online standards/skills building curriculum*
- C. 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:
- *Quarterly district-wide meetings regarding progress report communication*
 - *Planning and communication needs for each parent-teacher conference*
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate Family/Community Engagement programs and activities with Comprehensive School Improvement – Low Grad Rate, 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:
- *Parent teacher conferences*
 - *Parent Survey*
 - *Parent Focus Groups*
- E. 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:
- *Post to school website*
 - *Provide through email and phone message with translation available*

**PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT
POLICY COMPONENTS**

NOTE: The District wide Family/Community Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- paying reasonable and necessary expenses associated with Family/Community Engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- in order to maximize Family/Community Engagement 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;
- adopting and implementing model approaches to improving Family/Community Engagement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in Family/Community Engagement activities; and
- providing other reasonable support for Family/Community Engagement activities under section 1118 as parents may request.]

PART IV. ADOPTION

This District wide Family/Community Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the Edge High School on mm/dd/yy and will be in effect for the period of one calendar year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before April 2, 2021.

(Signature of Authorized Official)

(Date)

Appendix E: School-Parent Compact

SAMPLE TEMPLATE*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written Family/Community Engagement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under “Required School-Parent Compact Provisions” below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective Family/Community Engagement and strengthen student academic achievement.
