



## Family Engagement at LEAD Public Schools

### LPS Parent and Family Engagement Policy

In support of strengthening student academic achievement, LEAD Public Schools receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The parent and family engagement policy establishes the school's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships. This policy describes LEAD Cameron's commitment to engage families in the education of their children and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

LEAD Public Schools agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.



· Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) families play an integral role in assisting their child's learning;

(B) families are encouraged to be actively involved in their child's education at school;

(C) families 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; and

(D) other activities are carried out, such as those described in Section 1116 of the ESSA.

### **Jointly Developed**

LEAD Public Schools takes various actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

**Family Engagement/Parent Participation** - This refers to the percentage of families that are engaged and participate in their scholars learning.

- **Frequency of Touchpoints** - Monthly
- **Goal** - To better engage our diverse students and families. This will require us to create a programmatic agenda that engages all of our students and families at their engagement ability. (i.e. For those families that can not come to school for an engagement touchpoint, to provide a touchpoint that enables them to still participate in their scholar(s) learning; for example: parent surveys and/or support

of scholars and their homework.)



- **Successfully Engaged** - To successfully engage 70% of our families at least once through one of the following touchpoints.
- **Meaningfully Engaged** - To successfully engage 50% of our families more than 3 times in one of the previously mentioned touchpoints to maintain the quality of engagement.
- **Management**- The Family and Community Engagement Coordinators ●

#### **How do you quantify the Engagement?**

- Family LEADership
- Parent Volunteering
- Survey
- Attendance at On-Campus Events
- Attendance at Off-Campus Events
  - Supporting their scholars on campus (i.e. Birthday Celebrations, Parent Meetings, Parent Teacher Communication)
- Parent/Teacher Conferences
  - Providing Resources to benefit students and families.
  - Communication with the campus on how we can do school better.

**Family Workshops** - This will be an engagement touchpoint that is based on family need, and will look to provide education and information for families to continue to develop, learn, and receive needed resources to support its family.

- **Frequency of Touchpoints** - 4 times a year.
- **Management**- The Family and Community Engagement Coordinators ○

#### **Goals**

- To successfully engage at least 5-7 families at each of these touchpoints.
- To provide an agenda of workshops that are culturally relevant to our target demographic.
  - To consistently provide a high-yield touchpoint for families, school leadership, and community partners to be a resource for families.

**Family LEADership** - This will be a highly functioning group of parents, 5-8 parents, that can serve as a working group for our campus LEADership teams.

- **Meeting Frequency** - Monthly
- **Management** - This group would be managed by the Campus LEADership,

supported by the FACE, and will serve as a working group that can add LEADership and Parent Voice to our initiatives.



○ **Goals -**

- To identify a core group of 5-8 parents that can regularly work with Campus LEADership on initiatives.
  - To set realistic expectations for this group as parent leaders.
  - To be able to meet our Title 1 and School Improvement Plan requirements qualitatively and consistently.
  - To have a group of parents that can represent parent voice, but enable us as a network to more effectively engage our families.

### **School-Parent Compacts**

As part of this plan, LEAD Cameron and our families will develop a school-parent compact. A compact is a written agreement that families, teachers, and students jointly develop to explain how everyone will work together to ensure all students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from families, students, and teachers during various engagement opportunities. The school-parent compacts will be shared during Annual Title I meetings, shared with parents during parent-teacher conferences, and posted on our school website. If parents would like to provide feedback on the compact any time during the year, please contact the Family and Community Engagement Coordinator, Blanca Cross. Additionally, surveys from the School-Parent Compact toolkit will be provided during the Annual Title I meeting and in March.