

Title 1 Parent & Family Engagement Plan

Decades of research has shown that when schools work together with families to support learning, children are inclined to succeed not just in school but throughout life. KIPP Eastern North Carolina (KIPP ENC) believes that learning can best take place when there is shared effort, interest, and commitment among students, parents, extended family members, community members, and staff. The goal of this Parent and Family Engagement Plan is to support in a more consistent and effective manner those things already in practice, as well as to generate new ways of strengthening the partnership between school and home.

Section 1118 of the No Child Left Behind Act (NCLB) requires the involvement of parents, families, and key community members of participating children in the design and implementation of Title I projects. A local educational agency (LEA) may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of these stakeholders in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and guardians, extended family members, and community members of participating children.

At KIPP ENC, we convene annual public meetings to inform these stakeholders about Title I and their right to be involved. Parents, family members, and community members are invited to attend an Open House for each grade level in the first month of school where they can hear an overview of the school program. These annual meetings take place at the school and all parents, students, and other relations are invited and encouraged to attend through written invitations, flyers, email reminders, and follow-up phone calls. During this time, parents and families have an opportunity to ask questions about the program, to meet our staff, and to view the work of the Title I students. In addition, new students and parents are also involved in initial home visits from the principal or designated school administrator, and must attend a New Student Orientation for several days before school starts in the summer. KIPP ENC Public Schools maintain on file, at a minimum: a copy of the agenda from the Open House highlighting that Title I programming was discussed; documentation of parental feedback and/or evaluation in the form of sign-in sheets and minutes from the presentation/meetings/home visits; copies of any relevant presentations; and replicates of flyers, website announcements, message recordings, and/or other advertisements for the Open House.

We offer a flexible number of meetings and parent-teacher conferences to ensure that all parents, family members, and other community members have the opportunity to participate with the ultimate goal of improving the achievement of all our children. Since KIPP ENC is an extended day and year program, we are easily accessible to parents at various times throughout the day. We meet with every middle school parent upon enrollment and twice a year (1st and 4th Quarter). In addition, we meet with primary school parents at the end of each trimester. High school parents are invited to a variety of meetings throughout the year. These meetings include the child's teachers and begin as early as 7:00 a.m. and continue until 8:00 p.m. We provide Spanish translators and will meet at places of business or residences if necessary. This allows parents, families, and community members, including those with limited English proficiency and/or disabilities, an equal opportunity to meet with teachers without creating disruption in their workplace. We also host an annual "Parent Pride Night" in December to showcase our Title 1 programming and student work. Additionally, all teachers provide their home phone and cell phone numbers to students and parents so they may be reached outside of the normal school hours.

We consult parents, family members, and community members in an organized, ongoing, and timely way for the improvement of the school and its programs; specifically, we include these critical stakeholders in the planning, review, and evaluation of programs and constantly strive to improve programs based on the results of

these discussions/meetings. Each year, we conduct a joint evaluation of the content and effectiveness of this policy with parents, family members, and community members. KIPP ENC parents are invited to suggest and/or teach additional curricula of their choice via high school intersession courses and after school clubs. In addition, once a month, primary school parents attend school with their child on “Family Saturdays.” We maintain on file at the school, at a minimum: a copy of the agenda from the annual meeting highlighting that this policy was discussed, reviewed, and revised; a copy of this policy with latest revision date; proof that this policy was distributed in multiple ways (i.e., newsletter, parent handbook, website, etc.); documentation of parental feedback and/or evaluation in the form of sign-in sheets and minutes from policy meetings; and copies of flyers, website announcements, message recordings, and/or meeting advertisements.

During every student enrollment meeting or home visit, parents, students, and staff jointly sign a commitment letter agreeing to our mission and goals. This commitment requires parents, students, and staff to do “whatever it takes to help the student and his or her teammates learn.” The commitment also spells out the specific responsibilities of each group. For example, staff members commit to being available for homework help via home and cell phone every night, the student commits to completing all his or her homework, and the parent/family member commits to reviewing all homework, carefully reading all correspondence sent home, and signing a student planner to indicate completion.

Beyond these initial home visits, KIPP ENC holds an annual Open House, and grade level meetings and individual parent/family meetings throughout the year to review the school’s programs, policies, academic standards, assessments, promotional standards, and expectations for student achievement. In addition to these events, all parents and family members hear about curriculum and programming updates through our weekly “Pride Post” mailings sent home throughout the year and teacher letters/syllabi sent home at the beginning of the year. All of these documents are translated into Spanish as well. We also notify parents of and clearly post on the KIPP ENC website in both English and Spanish our most recent North Carolina School Report Card data.

Parents, family members, and community members have opportunities to comment on school-wide program performance via surveys, sent home in February of each year, and via parent observations of in-school, after-school and open house instruction. They also have opportunities to comment on school-wide program performance through our weekly email messages, “Pride Posts,” and paychecks, through our social media accounts, and through constant contact with all teachers and staff via email, cell phone, and/or face-to-face meetings. As a result, these key stakeholders have multiple opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

We provide parents, family members, and community members with assistance on understanding state academic content standards, the North Carolina Accountability Program, state and local assessments, and student academic performance standards, as well as ways to monitor a child’s progress and work with a team of educators to improve the achievement of their children. Beginning with Open Houses at the start of the year and continuing with ongoing opportunities for parents to visit the school and tour the campus, parents, family members, and community members are provided with firsthand knowledge of their student’s learning environment, which assists their understanding of KIPP ENC expectations. Parent Teacher Conferences also offer an opportunity for parents to get information on academic content standards, student academic achievement standards, and how to monitor their child’s progress and work with educators to improve achievement. In addition, KIPP ENC provides a handbook in English and Spanish for parents as a guide. Distributed at the onset of the school year, the handbook spells out the specific responsibilities of each stakeholder in the child’s education, as well as the means by which those at home can address concerns with the KIPP ENC staff.

We provide materials and training to help parents, family members, and community members work with their children to improve achievement, such as literacy training and using technology, as appropriate, as well as foster parental involvement. During Family Saturdays, parents are provided with resources to help work with their children to improve achievement. In addition, suggestions are sent home with the Pride Post. Moreover, throughout the year we provide workshops to help parents prepare for their child's transition to college. For example, we bring in college admissions and financial aid officers to explain the importance of long range financial planning for college as well as to provide parents with a picture of the scholarship opportunities available to students with excellent academic skills.

We educate school personnel in the value and utility of contributions from parents, family members, and community members. We emphasize how to reach out to, communicate with, and build ties with these critical stakeholders as equal partners in the process of improving student achievement. All staff members commit to valuing parents, family members, community members, and students as members of an extended team and family whose goal is to provide each student with the skills and habits necessary for success in high school, college, and life. All new staff members attend school-based training on how to build powerful relationships with parents, family members, and community members in order to establish an educational partnership. Staff members are educated in the use of KIPP ENC extensive systems for establishing parental contact (i.e. student planners, phone calls, report card meetings, home visits, etc.).

We coordinate and integrate parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children. KIPP ENC's primary school will have a room dedicated to parent resources with postings about other educational programs available in our community. The resource room will also include extensive reading material about how parents can improve the quality of their child's education as well as numerous activities that parents can participate in with their children.

We ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and in a language the parents can understand. KIPP ENC makes sure that all parent letters are reviewed by multiple staff members to ensure that the language and format are accessible. Whenever parent meetings are used to disseminate information the focus of the meeting is to make the information as engaging and understandable as possible. In all parent meetings there are numerous opportunities for parents to ask questions and speak to staff in a more comfortable one to one situation.

We provide opportunities for parents, family members, and community members with limited English proficiency, with disabilities, and/or with migratory children to communicate fully with our staff. Per section 1111, stakeholders meeting any of the criteria listed above are provided information and school reports in a format and, to the extent practicable, in a language they can understand. Full participation opportunities are provided for parents and families with limited English proficiency, parents or family members with disabilities, and parents/guardians of migratory children. All parents of students in these categories are encouraged to observe their child in classes and work with staff to stimulate their student's academic growth. Regular IEP meetings also allow the parents and family members of identified EC students to get information and school reports in a format and, to the extent practicable, in a language they can also understand.

Board Policy
Revised on: 07-10-2017

Signature, Chairman of the Board of Directors