



Williamsburg Charter High School

Parent and Family Engagement Policy

The Board of the Williamsburg Charter High School (WCHS) believes that all parents and families want the best for their children and acknowledges research showing that children do best when parents are enabled to play four key roles in their children's learning:

- (1.) Teachers - Helping children at home
- (2.) Supporters - Contributing their skills to the school
- (3.) Advocates - Helping children receive fair treatment
- (4.) Decision-makers - Participating in joint problem-solving with the school.

The Board recognizes parents/guardians are full partners with educators, administrators, and the Board to achieve the best possible learning experience for each child. A strong program of communication between home and school must be encouraged, continually evaluated and maintained so the school and community are connected in meaningful and productive ways.

PART I. GENERAL EXPECTATIONS

Williamsburg Charter High School (WCHS) in its Charter School-wide Parental Involvement Policy establishes the school's expectations for parental involvement [Section 1118(a)(2), ESEA.] The policy is the outcome of joint development, and agreement, between school leaders and parents of participating children.

The WCHS agrees to implement the following statutory requirements:

- The WCHS will put into operation programs, activities and procedures for the involvement of parents, 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 WCHS will work to ensure that the required school-level parental involvement 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 WCHS will incorporate this school wide parental involvement policy into its plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the WCHS 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 WCHS will submit any parent comments with the plan when it submits the plan to the State Department of Education.
- The WCHS will involve the parents of children served in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, should the Title IA allocation exceed \$500,000, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.
- The WCHS will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement 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. HOW THE WILLIAMSBURG CHARTER HIGH SCHOOL WILL IMPLEMENT SCHOOLWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The WCHS will take the following actions to involve parents in the joint development of its school wide parental involvement policy under section 1112 of the ESEA:

- Establish parental participation in the development and annual review of the parental involvement by ensuring the presence of one or more parents in the school’s planning process, which includes responsibilities for ensuring parental involvement, its establishment, operation, compliance, and quality.
- Recruit and select one or more parents to participate in the planning process, which is responsible for creating and reviewing annually the parental involvement policy. The composition of this committee will include parents, teachers, administrators and others.
- Additional parent input in the planning review process will be solicited at general meetings of the parent association and during the annual Title I Parent Involvement meeting.

2. The WCHS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Establish parental participation in the process of school review and improvement as described in under section 1116 of the ESEA by ensuring the presence of one or more parents in the planning and review process.

- Review with parents performance measures for student achievement, parental involvement, and other relevant topics.
- Gather data and other information, then conduct an annual review of accomplishments as compared with performance measures, prepare and forward an annual report.

3. The WCHS will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Identify one or more staff members and their responsibilities for managing parental involvement activities and serving the needs of parents so they may support their children to learn more effectively.
- Establish parental participation in the coordination, technical assistance, and other support in planning and implementing effective parental involvement activities by ensuring the presence of one or more parents in the school's planning process, which includes responsibilities for creating and monitoring the school's parental involvement policy, contained in its annual consolidated application.
- Develop, implement, and assess the outcome of educational, volunteer, and family support activities
- Conduct performance and process assessments to determine the effectiveness of parental involvement activities. Analyze assessment outcomes and use results to inform follow up planning.

4. The WCHS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the school. The evaluation will include identifying barriers to greater participation by parents in parental involvement 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 WCHS will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Establish parental participation in the development and annual review of the Parent Involvement Policy by ensuring the presence of one or more parents in the school's planning process, which includes responsibilities for developing the school's Parental Involvement Policy and evaluating its content and effectiveness.
- Recruit and select one or more parents to participate in the planning process, which is responsible for the annual evaluation of the Parent Involvement Policy. The composition of this committee will include parents, teachers, administrators and others.
- Analysis of the NYCDOE Parent Survey in order to create venues for the presentation of survey outcomes to parents, and make recommendations concerning retentions and modifications to the policy and offer strategies for improvement of parental involvement.

Parents will carry out two roles in the process. First, one or two parents will contribute to the creation of the parent involvement policy. They will participate in the analysis of the parent opinion survey, and second, all parents will have the opportunity to express their opinions

about the parent involvement policy. They will also be invited to respond to survey outcomes, and offer any other comments regarding the school's parental involvement process and programs they wish to make.

5. The WCHS will build the school's and parent's capacity for strong parental involvement, 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 WCHS will, provide assistance to parents of children served by the 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,
- How to work with educators. And
- The College admissions process

Each year the Accountability and Development Manager, under the direction of the Head of School and Head of Operations, will lead the development, implementation, and assessment of the school's Parent involvement Plan. The plan will provide for educational, volunteer, and support activities for parents as follows:

- **Education** – Parents will be encouraged to participate in workshops, conferences, and classes designed to help them support the learning of their children. These resources will include recommendations for homework support, test preparation support, preparation for volunteer work, and interactions with staff members, such as classroom teachers, advisors, guidance counselors, the principal, and other administrators.
- **Volunteer Opportunities** – Parents will be encouraged to participate at the school as volunteers throughout the school during regular school hours, after school, and in the summer. They will also be encouraged to participate in field trips, and special events, such as evening programs and fundraising.
- **Family and Individual Support** – The school, operating under the direction of the Principal will create, implement, and assess the impact of supports for individuals and families.

B. The WCHS will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, college workshops and using technology, as appropriate, to foster parental involvement, by:

- Determination of parent needs for some combination of literacy training, use of technology, parenting and other topics, through opinion surveys and scientifically-based research.
- Inclusion of a parent education strategy in the planning process.
- Implementation and monitoring the impact of the parent education strategy.

- Assessing the impact of the strategy by comparing outcomes with expectations and by collecting and analyzing parent and staff opinions.

C. The WCHS will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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:

- In the Professional Development process, establishment of one or more strategies for the education of staff members about effective outreach to parents.
- Implementation and monitoring the impact of the staff education strategy.
- Assessing the impact of the strategy by comparing outcomes with expectations and by collecting and analyzing parent and staff opinion through survey.

D. The WCHS 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:

- The planning process will include a strategy for interaction with parents. The strategy will include communication through newsletters, phone calls, meetings, and the Internet, as well as contact between staff members and parents.
- Implementation of the strategy will be the responsibility of the Principal, who will also be responsible for collecting feedback from parents.
- Parents will be asked to appraise communication and contact each year through meetings, conferences and other dialogues.

PART III. DISCRETIONARY PARENTAL INVOLVEMENT POLICY COMPONENTS

The Williamsburg Charter High School Parental Involvement Policy includes other discretionary activities that the school, in consultation with its parents, has chosen to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement. The following activities, which are listed under section 1118(e) of the ESEA, include:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Encouraging and presenting strategies to parents to enhance the involvement of other parents
- In order to maximize parental involvement 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 parental involvement;
- Establishing a school wide parent advisory process to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV, PARENT AND FAMILY ENGAGEMENT COORDINATION AND INTEGRATION

Williamsburg Charter High School will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state and local laws and public programs, and conduct other programming and resources such as utilizing WCHS' parent resource center located on site., conducting monthly Parent Leadership Council meetings, issuing monthly parent bulletins, and having an on-site Parent Coordinator who serves as a direct contact for parents.

PART V, NYSED COMPLAINT PROCEDURES

New York State ESSA-Funded Programs Complaint Procedures

Purpose

Below is the process for resolving complaints submitted to the New York State Education Department's (NYSED) Office of ESSA-Funded Programs alleging that a local educational agency (LEA), grantee or NYSED has violated a law, rule, or regulation in the administration of any "covered Federal program" under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) identified below.

These procedures offer parents and other stakeholders a process to file complaints and allow for the timely resolution of such complaints. Complaints filed against a local entity such as a school district, charter school, or grantee will be reviewed by NYSED's Office of ESSA-Funded Programs. Complaints filed against NYSED will be reviewed by NYSED's legal counsel.

A complainant may include any of the following: parents, public agencies, and other individuals or organizations. If the complainant is a minor, the complaint or appeal shall also be signed by his or her guardian, unless the statute or rule under which the complaint or appeal is filed prohibits this requirement. Complaints regarding equitable services for non-public schools should follow the procedures detailed at <http://www.p12.nysed.gov/nonpub/Ombudsman.html>.

Each LEA in New York State is required to disseminate, free of charge, adequate information about these complaint procedures to parents of students, and appropriate private school officials or representatives.

Authorization

The procedures contained in this document meet the requirements of ESSA Section 8304(a)(3)(C) and 34 CFR Part 299, Subpart F - Complaint Procedures.

Covered Federal Programs

The ESEA programs for which an individual or entity may submit a complaint to NYSED include:

Title I, Part A: Grants to Local Educational Agencies

Title I, Part C: Education of Migratory Children

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrant Students

Title IV, Part A: Student Support and Academic Enhancement Grants

Title IV, Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Step 1: Attempt to Resolve the Complaint at the Local Level

Complaints/appeals regarding the administration and implementation of any of the programs listed above should first be addressed at the local level.

For all LEAs located outside of New York City, complaints must be sent first to the Superintendent of the LEA or his/her designee. For complaints related to Title I, Part D programming provided at a neglected and/or delinquent facility, the complaint should also be sent to the Director of the Facility. If the local LEA fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint may then be sent to NYSED.

In New York City, complaints should be sent first to the District Superintendent. If the local community school district fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint should be sent to the New York City Department of Education, Office of State/Federal Education Policy and School Improvement. If the New York City Department of Education, Office of State/Federal Education Policy and School Improvement fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint may then be sent to NYSED.

Complaints/appeals regarding a regional Migrant Education Tutorial and Support Services (METS) Program Center's administration and implementation of services for migrant eligible students should be sent first to the Director of the regional METS Program Center. Complaints/appeals regarding student eligibility for the NYS Migrant Education Program, should be sent first to the Director of the Identification and Recruitment (ID&R) Statewide Program Center. METS Program Centers and ID&R contact information is available at <https://www.nysmigrant.org/mets>. If the METS Program Centers and the ID&R Program Center fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint may then be sent to NYSED.

Step 2: Submission of Complaint to NYSED

To initiate a complaint with NYSED, a complainant must submit a written, signed complaint including the following:

A statement that the State, LEA, neglected and/or delinquent facility, or METS Program Center has violated a requirement of a federal statute or regulation that applies to any applicable program listed above.

The facts on which the statement is based, including sufficient information as to when, where and the nature of activity that is perceived to be in violation of law and/or regulation.

Documentation of attempts to resolve the issue with appropriate personnel at the local level where the child, subject to the complaint, attends (e.g. school building, school district, neglected and/or delinquent facility, METS Program Center, or grantee administrators). Appropriate personnel could include the child's teacher, building principal, pupil personnel director, METS Director, Director of the Facility, the superintendent and/or local board of education. The complainant's recommendation for resolving the complaint.

Complaints may be emailed to CONAPPTA@nysed.gov with "COMPLAINT" in the subject line of the email. Alternately, a complaint may be mailed to NYSED at the following address:

New York State Education Department
Office of ESSA Funded Programs
Attention: Complaint Coordinator
89 Washington Avenue, Room 320EB
Albany, New York 12234

Step 3: Review of Complaint

Once a complaint is received, the complaint coordinator will issue a Letter of Acknowledgement, via mail or email with confirmation, to the complainant that contains the following information:

- The date that NYSED received the complaint;
- The name and contact information of the assigned complaint coordinator;
- How the complainant may provide additional information; and
- A Statement of the ways in which the complaint coordinator may investigate the complaint.

The complaint coordinator retains authority for determining the manner in which the allegations will be investigated, which may include, but are not limited to, a review of written documentation, interviews, and/or on-site investigations.

During the investigative process, the complaint coordinator may contact the entity in question ("the alleged") to inform them of the complainant's allegations and request documentation necessary to determine whether a law, rule or regulations related to the administration of the covered programs was violated.

The complaint coordinator may, if necessary, request additional information from either party. Unless the complaint coordinator grants an extension, based on extenuating circumstances, the documentation from the alleged must be received within the stated timelines in the Letter of Allegations.

Step 4: Resolution of Complaint

Within 60 State agency work days of receiving the complaint, a Letter of Resolution will be sent via mail or email with confirmation to the alleged with a copy to the complainant. The letter will specify whether the allegation is sustained by the complaint coordinator and if any corrective action is required. If corrective action is required, the Letter of Resolution will specify the actions needed, timeline for implementation and the acceptable documentation for resolution. If the complaint coordinator finds an additional violation, which was not cited in the original Letter of Allegations, the complaint coordinator will add this violation to the Letter of Resolution.

In the case of exceptional circumstances, an extension of the 60-day complaint resolution period may be required. The State Education Department has determined that exceptional circumstances may include, but need not be limited to, such occurrences as:

- illness of involved parties;
- cancellation of scheduled on-site reviews due to unscheduled school closings;
- the need for extended review activities beyond those specified in the original written notification; and/or
- any other mutual agreement to changes in review scope or activity.

When exceptional circumstances are identified, the revised date for the completion of the complaint review will be provided in writing to all parties involved in the complaint or appeal. All parties to the complaint have the right to initiate a request for an extension beyond the 60 business day complaint resolution period based on exceptional circumstances. All such requests must be presented to the State Education Department.

Step 5: Appeal of Resolution to U.S. Department of Education

Both parties have the right to appeal the complaint coordinator's Letter of Resolution to the United States Secretary of Education within 30 days of receiving the letter. Such appeals should be submitted to:

United States Department of Education
Compensatory Education Programs
400 Maryland Avenue, S.W.
Room 3W230, FOB #6
Washington, D.C. 20202-6132

PART IV. ADOPTION

The Williamsburg Charter High School School Wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was revised by the Williamsburg Charter High School on March 31, 2020 and is now in effect. The school will distribute this revised policy to all parents of participating Title I, Part A children at the annual Title I, Part A parent meeting and copies will be available on file in the Principal's office and on the website.