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SCHOOL PARENTAL INVOLVEMENT POLICY 2020/2021

POLICY INVOLVEMENT 118 (c)

The Widener Partnership Charter School will take the following actions:

1. Invite and encourage all parents to attend the school's annual School Orientation Day meeting and Back-to-School evening meeting.
2. Offer ongoing parent/caregiver involvement opportunities supported with child care and/or home visits such as:
 - a. Parent Caregiver Council Meetings
 - b. Parent-Teacher Meetings
 - c. Curriculum Enrichment Meetings
 - d. Parent Academy
 - e. Home visits conducted by school workers.
3. Afford parents/caregivers the opportunity to participate in school improvement and curriculum feedback meetings for the purpose of ongoing planning, review, and improvement of curriculum and programs.
4. Provide parents with:
 - a. Descriptions and explanations of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - b. Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT 118(d)

Widener Partnership Charter School will jointly develop a family/school compact by:

1. Providing workshops for parents to review the school's curriculum and programs to ensure high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet academic achievement standards as follows:
 - a. Distribute and discuss the Title I School Family Compact annually
 - b. Hold parent-teacher conferences during which individualized compacts for each student will be discussed and agreed upon in order to support each child's academic achievement.
 - c. Parent-teacher conferences will be held at a minimum of two times annually
2. Providing parents with frequent reports on their children's progress. Specifically, parents will be given electronic access to student academic progress and grades through the online student information system.
3. Providing parents/caregivers with the opportunity to meet with their child's teacher upon request.

4. Providing parents/caregivers with opportunities to volunteer in the school during the regular school day and utilizing the Parent Caregiver Council fundraising to offset required state clearances if possible.
5. Parents will support their children's learning in the following ways:
 - a. Monitoring attendance
 - b. Making sure homework is completed.
 - c. Participating, as appropriate, in decisions relating to their children's education
 - d. Staying informed about their children's education and communicating with the school by promptly reading all notices from the school or the school district, either received by children or by mail, and responding appropriately.

BUILDING CAPACITY FOR INVOLVEMENT 1118(e)

The Widener Partnership Charter School will build capacity for involvement by:

1. Providing assistance to parents in understanding the following:
 - a. Pennsylvania's academic content standards
 - b. Local academic assessments
 - c. The requirements of Title I
 - d. Monitoring student progress
 - e. Working with educators to improve the achievement of their children
2. Foster parental involvement by providing materials and training, such as Literacy Night and Math Night, and using technology to help parents work with their children to improve their children's academic achievement.
3. Providing professional development to educate teachers, student services personnel, and other staff on the value and utility of contributions of parents, and in how to reach out to, communicate, and work with parents as equal partners.
4. Providing information to parents related to the school and parent programs, meetings, and other activities by sending them to parents of the participating children in a format and language that the parents can understand.

ACCESSIBILITY 1118(f)

The Widener Partnership Charter School will provide full opportunities for the participation of parents of children with limited English proficiency, children with disabilities, and those that may qualify for homeless services.