



Burgettstown Area Elementary Center Title 1 Parent & Family Engagement Policy

Purpose

Burgettstown Area Elementary Center recognizes that parental involvement contributes to the achievement of academic standards by students participating in Title I programs. BAEC views the education of students as a cooperative effort among the school, parents/guardians, and community.

Authority

Burgettstown Area Elementary Center is required under Section 1116 of the *Every Student Succeeds Act* (ESSA) to develop a written Parent and Family Engagement Policy that is jointly developed between school staff and parents/guardians. This policy is to be distributed and reviewed annually to parents of participating children. It must also be incorporated into the Title 1 Schoolwide Plan and Consolidated Application, which summarizes all programs, activities, and procedures supported by Title 1 funds. BAEC must ensure that information provided is in a format and language that parents/guardians can easily understand.

Policy Overview

Burgettstown Area Elementary Center will engage parents/guardians in the joint development of a written Parent & Family Engagement Policy. BAEC shall ensure the policy describes how the school/staff will:

1. Involve parents/guardians in the joint development of the school's overall Title I program.
2. Develop activities that promote the schools' and parents/guardians' capacity for strong parental involvement.
3. Coordinate and integrate parental involvement strategies at annual virtual and/or in-person meetings.
4. Involve parents/guardians in an annual evaluation of the content and effectiveness of the parent compact in improving the academic quality of BAEC served under Title I.
5. Use findings of annual parent surveys to design strategies for more effective parental involvement and Title 1 programs.
6. Involve parents/guardians in BAEC's yearly activities served under the Title I Consolidated Application & Schoolwide Plan.

7. Provide technical assistance with technology devices, Google Classroom, and ALMA (student information system).
8. Provide opportunities for virtual and/or in-person trainings/workshops.
9. Provide information and support for transitioning incoming students, fifth graders to middle school, and eighth graders to high school.

Annual Meetings

Fall Meeting

An annual virtual fall meeting of parents/guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program. This will include:

1. An overview of programs provided under Title 1.
2. Assistance in understanding the State's academic content standards and student achievement standards, local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children.
3. Explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

Spring Meeting

An annual virtual spring meeting shall be held to afford parents/guardians the opportunity to plan, review, and improve the Title I program. This will include:

1. Review/revision of Parent Involvement Policy.
2. Review/revision of School-Parent Compact
3. Review/analysis of annual parent survey results.

Parent Teacher Conferences

In addition to the required annual fall and spring meetings, parent/guardian conferences shall be held at various times of the day and evening. At these meetings, parents/guardians shall be provided:

1. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
2. Opportunities to meet with the classroom and Title 1 teachers to discuss their child's progress.

School-Parent Compact

BAEC receives Title I funds and shall jointly develop with parents/guardians of students served in the program a Parent Compact outlining the manner in which parents/guardians, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards.
2. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, and homework completion; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
3. Address the importance of parent-teacher communication on an ongoing basis through, at minimum, parent-teacher conferences, reports to parents/guardians, parent workshops, and reasonable access to staff.

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