

Title	ECMS Title I Parent and Family Engagement
Status	Active
Last Revised	September 2019

Purpose

The Board recognizes that parental and family engagement contributes to the achievement of academic standards by students participating in Title I programs, as well as all students attending a Title I school. The Board views the education of students as a cooperative effort among the school, parents/guardians and community.[1][2]

School Level Policy

In compliance with federal law, the Seneca Valley School District, Evans City Middle School, and parents/guardians of students participating in Title I programs shall jointly develop and agree upon a written Parental Engagement Plan, for a Title I school. When developing and implementing this policy through support from the Title I Coordinator, the school shall:

1. Involve parents/guardians in the planning, review and improvement of the school's Parent and Family Engagement Policy (*ESSA, Section 1116(b)(1)*).
2. The school will convene an annual meeting, at a convenient time;
 - which all parents and family members of participating children shall be invited, and encouraged to attend;
 - to inform parents of their schools' participation as a Title I school; and
 - to explain the requirements, and the rights for parents to be involved (*ESSA, Section 1116(c)(1)*).
3. The school will offer a flexible number of meetings, in the morning and/or the evening (*ESSA, Section 1116(c)(2)*).
4. The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program (*ESSA, Section 1116(c)(3)*).
5. The school will provide parents of participating children with timely information about the Title I program (*ESSA, Section 1116(c)(4)(A)*).
 - Grades, teacher comments, and assessment results can be accessed in the online parent portal.
 - Title I website provides parents with program information
6. The school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards (*ESSA, Section 1116(c)(4)(B)*).
 - Annual Parent Meeting
 - Meet the Teacher
 - Online access to district curriculum

- Parent and Student Portal “Grades” and “Assessment” link
7. The school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (*ESSA, Section 1116(c)(4)(C)*).
 8. The school will involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA (*ESSA, Section 1116(5)*). Applies only to Title I schools operating a Schoolwide Program.
 - *ECMS is a Schoolwide Program, new 2019-2020*
 9. A school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State’s high standards. The compact shall –
 - describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (*ESSA, Section (d)(1)*); and
 - address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
 - frequent reports to parents on their children’s progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
 - ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (*ESSA, Section 1116(d)(2)(A-D)*).
 10. The school will provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children (*ESSA, Section 1116(6)(e)(1)*).
 - Online parent and student portal, district e-mail, district, school, and teacher websites, parent-teacher conferences, Meet the Teacher, and Open House are all platforms or opportunities for
 11. The school will provide materials and training to help parents to work with their children to improve their children's achievement, such as resources that support well-rounded education and using technology including education about the harms of copyright piracy, as appropriate, to foster parent involvement (*ESSA, Section 1116(6)(e)(1)*).
 - Monthly Communication around student wellness and school success
 - Student handbook
 - One to One student devices, parent information, and training

12. The school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school (*ESSA, Section 1116(6)(e)(3)*).
13. The school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children (*ESSA, Section 1116(6)(e)(4)*).
 - Parent-teacher conferences, meet the teacher night, open house, literacy events, and school specific programs
14. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand (*ESSA, Section 1116(6)(e)(5)*).
 - District, school, and teacher websites, back pack flyers, mailings, and e-mail.
 - Translation services available
15. The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) (*ESSA, Section 1116(7)(f)*).
 - District, school, and teacher websites, back pack flyers, mailings, and e-mail.
 - Translation services available

School-Parental Compact

Each school in the district receiving Title I funds shall jointly develop with parents/guardians of students served in the program a School-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]

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, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of curricular time.[5]
3. Address the importance of parent-teacher communication on an ongoing basis through, at minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.

Legal

1. 20 U.S.C. 6318
 2. Pol. 102
 3. 20 U.S.C. 6312
 4. Pol. 138
 5. Pol. 916
 6. 20 U.S.C. 7845
 7. 29 U.S.C. 3271 et seq
 8. 29 U.S.C. 701 et seq
 9. 42 U.S.C. 11301 et seq
 10. 42 U.S.C. 9831 et seq
 11. Pol. 212
- 24 P.S. 510.2
- Pol. 127
- Pol. 333
- Pol. 433
- Pol. 814