FREEPORT AREA SCHOOL DISTRICT

SECTION: COMMUNITY

TITLE: TITLE I PARENT AND FAMILY ENGAGEMENT

ADOPTED: August 9, 2017

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August 8, 2018

918. TITLE I PARENT AND FAMILY ENGAGEMENT

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[1][2]

Definition

Parent and **Family (Family Member)** - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:[1]

Conduct outreach to all parents and family members.

Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[3]

Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:

Distributed in writing to all parents and family members.

Incorporated into the district's Title I Plan.[3]

Posted to the district's publicly accessible website.[4]

Evaluated annually with parent and family involvement.

	Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.
Accessibility	The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[1][5]
Delegation of Responsibility	The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[1][3] The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include: Providing communications in clear and simple language. Posting information for parents and family members on the district's website. Including a telephone number for parents and family members to call with questions. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[5] The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide: An explanation of the reasons supporting their child's selection for the program. A set of goals and expectations to be addressed. A description of the services to be provided.

	A copy of this policy and the School-Parent and Family Compact.[1] Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:[1] Volunteer in their child's classroom.[6] Support their child's learning. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.
Guidelines	Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[1] The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.[1] The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[1][3] At these meetings, parents and family members shall be provided:[1] 1. Timely information about programs provided under Title I. 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards. 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

	To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall: Establish meaningful, ongoing two-way communication between the district, staff and parents and family members. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty. Analyze and share the results of the Title I Parent/Family Survey. Post school performance data on the district's website. Distribute and discuss the School-Parent and Family Compact. Host various parent and family nights at each school building with a Title I program. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support. Actively recruit parents and family members to participate in school review and improvement planning. Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[1][3]

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[1]

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[2][7]

2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:

    a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.

    b. Using technology, including education about the harms of copyright piracy, as appropriate.[8]

    c. Providing information, resources and materials in a user friendly format.

    d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.

    e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.

3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[1][5][10][11][12][13][14][15]

5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.

6. Train parents and family members to enhance the involvement of other parents and family members.

7. Adopt and implement model approaches to improving parent and family engagement.

8. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.

9. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[1][5][10][11][12][13][14][15]

1. Involving district and program representatives to assist in identifying specific parent and family member needs.

2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[1]

	The evaluation shall identify:[1] 1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority. 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. 3. Strategies to support successful school and parent and family interactions. The evaluation shall be conducted through: Establishment of a schedule and process for the policy review and revision by parents and family members. An evaluation of the effectiveness of the content and communication methods through a variety of methods. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes. Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format. Documentation of parent and family member input regarding Title I programs and activities from throughout the year. A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population. The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[1]

	School-Parent and Family Compact Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's 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 Title I programs to meet the academic standards. 2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[6] 3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6] Title I Funds Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[1]

	Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[1] Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.[9] Supporting programs that reach parents and family members at home, in the community, and at school. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy. <u>Documentation of Parent and Family Engagement Practices</u> Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign–in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

	Legal References: 1. 20 U.S.C. 6318 2. Pol. 102 3. 20 U.S.C. 6312 4. 24 P.S. 510.2 5. Pol. 138 6. Pol. 916 7. Pol. 127 8. Pol. 814 9. Pol. 333 10. 20 U.S.C. 7845 11. 29 U.S.C. 3271 et seq. 12. 29 U.S.C. 701 et seq. 13. 42 U.S.C. 11301 et seq. 14. 42 U.S.C. 9831 et seq. 15. Pol. 212

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
SOUTH BUFFALO ELEMENTARY SCHOOL

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by South Buffalo Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:

    - As a component of the Schoolwide Title I planning process, parents are involved in the development/revision/update to the Parent and Family Engagement Policy. A committee is formed consisting of the Building Principal, special Services Coordinator, regular education teachers, special education teachers, instructional specialists, parents, and community members. One of the established meetings is reserved for the review of the existing plan, making revisions, and updating the engagement policy to meet the needs of the parents and school.

2. Convene an annual meeting, at a convenient time:

    - To which all parents and family members of participating children shall be invited, and encouraged to attend;

    - To inform parents and family members of their school's participation as a Title I school; and

    - To explain the requirements and the rights of parents and family members to be involved.

    - Each school year will begin with an opening informational meeting where the teachers and administrators are present to discuss the program and explain the processes. Parents will be provided 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. All parents are invited and encouraged to attend. This is followed by at least two parent advisory meetings where suggestions are requested. In addition, an annual survey/ needs assessment is sent to all parents.

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.

    - Based upon the results of the parents' needs assessment, meetings are scheduled in the evening, during the school day, or in the morning prior to the start of the school day in order to maximize parent participation. Title I funds are reserved in the budget for facilitation of parent engagement activities, as detailed in the Consolidated Application.

4. Involve parents and family members, 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:

    - Parents are involved in the development/revision/update to the overall schoolwide Title I plan, which includes the revision and improvement of the Parent and Family Engagement Policy. A committee is formed consisting of the Building Principal, special Services Coordinator, regular education teachers, special education teachers, instructional specialists, parents, and community members. Meetings are held during the school year to review the existing plan, make revisions, and update the plan (including goals, professional development, and parent engagement activities) based upon the comprehensive need assessment. Parents are also involved through the committee, as well as an advisory committee of interested parents, for the purpose of revising the Parent and Family Engagement Policy, School-Parent-Compact, and other related Title I forms.

5. Provide parents and family members of participating children with timely information about the Title I program:

    - Aside from the annual Title I parent meeting at the onset of the school year, The South Buffalo Elementary School will notify parents of available parent involvement activities, workshops, and trainings via letters, flyers, notes, emails, website postings, and social media. Teachers will routinely send home materials as guided practice with directions for the parents to participate, as well as online resources that can foster involvement. The school will offer assistance to parents and family members on how to monitor a child's progress and work with teachers to improve the achievement of their children. Materials and trainings will be provided to parents in the areas of literacy and the use of technology to encourage involvement.

6. Provide parents and family members 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 state academic standards:

    - During the annual parent meeting at the onset of the school year, the building principal provides parents and family members with a description of the curriculum used at the school, as well as the forms of academic assessments used to measure student progress, such as PSSA, NWEA MAP, DIBELS, and DRA. At this meeting, the building principal also reviews the school's prior year scores on the PSSA for ELA, Math, and Science.

7. Provide, if requested by parents and family members, 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:

    - In addition to the annual Title I parent meeting at the onset of the school year, opportunities for regular meetings to formulate suggestions and participate in decisions relating to the education of their children occur during monthly Title I schoolwide planning sessions, parent advisory meetings, parent trainings and workshops, open house, needs assessments surveys, and parent-teacher conferences during the school year. The building principal and the teaching staff are also available by appointment as needed to discuss with parents any topic related to the education of their children.

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:

    - Parents and family members are involved in the joint development of the Schoolwide Program Plan through an invitation to join both the South Buffalo Elementary Schoolwide Planning Committee, as well as the South Buffalo Elementary Parent Advisory Committee. Monthly meetings are held to develop the plan for the upcoming school year consisting of goal development based upon a teacher and parent needs assessment, plan professional development for the staff with parent input, create parent involvement opportunities through trainings and workshops, and review, revise, and create required Title I forms.

9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, 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 and family members will build and develop partnerships to help children achieve the state's academic 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 children in Title I programs to meet the state academic standards, and the ways in which each parent and family member 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 and

    - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:

        - Teacher conferences with parents and family members 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 and family members 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 parents and family members and school staff, in a language that parents and family members can understand.

- The South Buffalo School-Parent and Family Compact is developed jointly with parents and family members during the Schoolwide Title I Planning process. All parents will receive a hard copy of the collaboratively developed School-Parent-Student Compact on the first day of school. The compact will outline 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 meet the State's high academic standards. The compact, along with all other Title I documents, procedures, policies, and resources will be posted on the District's Title I website.

- Parent Conferences are held for all students twice a year, and an additional two parent conferences are held for parents whose children require additional services, or who are struggling academically. The school schedules evening conference hours, as well as daytime hours. During this time, teachers review the academic standards, the child's present level of instruction, assessments scores (i.e. DIBELS, DRA, NWEA MAP), as well as teacher crafted assessments and instructional strategies. In addition to the scheduled conference dates, the school's reading specialist, RTII specialist, and building principal are available upon request to meet with parents to further review progress.

- Numerous opportunities exist to volunteer in the classroom and at school functions, provided parents possess the required clearances. The school will provide direction and assistance to parents to obtain said clearances. The South Buffalo Elementary School will notify parents of available parent involvement activities and will work with them to provide accommodations.

10. Provide assistance to parents and family members in understanding the 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:

    - Assistance to parents and family members will be provided by the staff of South Buffalo Elementary School through various meetings, conferences, and distribution of resources and materials including, and not limited to: the annual Title I parent meeting, parent-teacher conferences, workshops and parent trainings, parent advisory committee meetings, Schoolwide Title I planning meetings, website postings, and mailings of progress reports. Teachers will routinely send home materials as guided practice with directions for the parents to participate, as well as online resources that can foster involvement. The school will offer assistance to parents and family members on how to monitor a child's progress and work with teachers to improve the achievement of their children. Materials and trainings will be provided to parents in the areas of literacy and the use of technology to encourage involvement.

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:

    - Workshops are offered in the evening each school year by appropriate school personnel to provide materials and trainings to parents and family members to improve their children's academic performance. Literacy training and the use of technology to facilitate educational growth workshops are offered on a yearly basis. Appropriate use of technology and Internet safety are topics covered in the workshop. Teachers also discuss these items at parent-teacher conferences, and information is posted on the school's Title I website.

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, 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:

    - South Buffalo Elementary School will provide teachers, instructional support personnel, and other staff, with the assistance of parents, professional development as to the value and utility of contributions of parents and family members, how to reach out to and communicate with parents as equal partners, and build ties between families and the school as part of the Schoolwide Title I planning process. Through this process, parents are involved in developing topics and programming to assist teachers and staff with parent and family outreach, as well as practical methods to develop programming that strengthens the ties between school and home. These topics and trainings are delivered to the staff at building level meetings by the building principal with assistance from parents.

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member 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:

    - Interested parents and family members are involved in the School's Early Childhood Outreach Program, as well as the development of kindergarten readiness programs with local preschools.

14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:

    - The building principal will ensure that all communications with families of participating children are translated as appropriate to meet the needs of parents and families whose primary language is not English.

15. 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):

    - The building principal will ensure that all communications with families of participating children are translated as appropriate to meet the needs of parents and families whose primary language is not English. Interpretive services will be contracted as needed.

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

    - Distribution of the School-Level Parent and Family Engagement Policy will be distributed via hard copy to all families of the South Buffalo Elementary School on the first day of school as part of the students' first day information packet. It will be posted on the School's Title I website, distributed at the annual Title I Parent Informational Meeting, as well as its availability in the school office.

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.