

**Title I School Parent and Family Engagement Plan  
(2024-2025)  
Governor Mifflin Intermediate School**

Reviewed \_\_\_\_\_

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement plan that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- developed jointly with and agreed upon by parents and family members of Title I children;
- written in an understandable format and provided in a language parents can understand;
- distributed to all parents and family members of Title I children;
- made available to the local community; and
- updated annually to meet the changing needs of parents, family members, and the school.

The policy describes how parents and family members will be involved in the planning, review, and improvement of the school's Parent and Family Engagement Policy (*ESSA, Section 1116(b)(1)*).

**How will the school involve parents and family members in the development of the parent and family engagement policy?**

The policy states

- Involve parents in the, review, and improvement of the school's Parent and Family Engagement Policy (*ESSA, Section 1116(b)(1)*) by providing families with policy updates and then meeting the next month to provide feedback, input, and come to a consensus.

**How will the school meet with parents and family members annually?**

The policy states

- Convene an annual meeting, at a convenient time, in which all families shall be invited, and encouraged to attend; inform families of their school's participation as a Title 1 school; and explain the requirements, and the rights for parents to be involved (*ESSA, Section 1116(c)(1)*).

- Offer a flexible number of meetings, in the morning and/or in the evening (*ESSA, Section 1116(c)(2)*).

### **What meetings will be held at the school?**

The policy states

- That 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)*).

### **How will the school inform parents and family members about the Title I program?**

The policy states

- We will provide families with timely information about the Title 1 program via school's district's website (*ESSA, Section 1116(c)(4)(A)*).

### **How will the school explain the curriculum, state standards, and assessments?**

The policy states

- Provide families with a letter explaining 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)*).

### **How will the school accommodate meeting requests?**

The policy states

- 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)*).

### **If applicable, how will the school meet with parents and family members to develop and discuss the Schoolwide Plan?**

The policy states

Involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA (*ESSA, Section 1116(5)*) by providing families with plan updates and then meeting the next month to provide feedback, input, and come to a consensus.

## **How will the school involve parents and family members in the development of the school-parent compact?**

The policy states

- 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 116(d)(2)(A-D)*).

## **How will the school provide training materials to parents and family members?**

The policy states

- 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)*) by providing education literature.

## **How will the school use parents to train staff on how to work with parents as equal partners?**

The policy states

- Utilize faculty meetings and parent meetings to share and expand ways staff can recognize and foster parent and family involvement, and build ties between families and the school (*ESSA, Section 1116(6)(e)(3)*).

**How will the school coordinate with other federal, state, and local programs to include public school programs?**

The policy states

- Integrate family and community literacy involvement through Family Literacy Events, GMIS Reads Lending Library, and the Parent Lending Library (*ESSA, Section 1116(6)(e)(4)*).

**How will the school ensure information is in a language parents can understand? This should include how documents are translated.**

The policy states

- When needed and possible, staff will provide translated materials or speak to the family member(s) regarding participation in their child's education (*ESSA, Section 1116(7)(f)*).
- Ensure information regarding programs and activities is available to parents and families through digital media (i.e., Dojo), as well as hard copies of the information (*ESSA, Section 1116(6)(e)(5)*).

**How will the school include parents and family members of English Learners?**

- When needed and possible, staff will provide translated materials or speak to the family member(s) regarding participation in their child's education (*ESSA, Section 1116(7)(f)*).
- Ensure information regarding programs and activities is available to parents and families through digital media (i.e., Dojo), as well as hard copies of the information (*ESSA, Section 1116(6)(e)(5)*).