

Harrisburg School District Parent and Family Engagement Policy Addendum
(revised October 18, 2023)

All Local Education Agencies (LEA) receiving Title I funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy for the LEA. The ESSA states that the LEA Parent and Family Engagement Policy must be jointly developed with parents and family members, incorporated into the LEA plan (Consolidated Application), and distributed to parents of participating children in a format and language that parents can understand. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

For each requirement below, the addendum identifies an excerpted section of Policy 918 with italicized items included to illustrate how the requirement is specifically being met by the LEA.

Requirement #1: The policy states how the LEA involves parents and family members in the joint development of the Title I Plan (Title I Application) (ESSA, Section 1116(a)(2)(A)).

- Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.^[3] *The district will incorporate multiple methods of seeking input from families regarding the Title I Plan as articulated in the Title I Consolidated Grant Application. Specifically, the district will gather feedback through:*
 - *Responses to the Annual Title I Survey which is distributed to families, staff and students.*
 - *Facilitating the LEA level Annual Title I Meeting.*
 - *Quarterly meetings with the district's Family and Community Advisory Committee.*

Requirement #2: The policy states how the LEA involves parents and family members in the process of school review and improvement (ESSA, Section 1116(a)(2)(A)).

1. The district invites 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.
 - . *Steering committees for each Title I school will be composed of multiple stakeholder groups, to include family and community members. School improvement plans will be reviewed in the spring by each school's steering committee to receive feedback and make recommendations before final Board approval and submission to PDE.*
 - b. *Building leaders will host meetings with families to review school improvement goals, to review data and to share current progress towards meeting the quarterly targets of the school improvement plan at minimum twice annually. Families will also help to identify current barriers and to propose solutions.*

Requirement #3: The policy states how the LEA provides technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance (ESSA, Section 1116(a)(2)(B)).

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. 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.
 - a. *District staff will support building teams in creating effective Parent-Teacher conferences to assist parents in understanding how to monitor a child's progress and work with teachers to improve the achievement of their children.*
 - b. *Building leadership teams will design family engagement events that will assist families in understanding the academic standards, state and local assessments and the requirements of parent and family involvement. This would include hosting events like PSSA or Keystone Nights, Family Literacy Nights or Grade-level cohort meetings. Technical assistance for schools will be offered through collaboration with the district level family engagement team, including the Family Engagement Coordinator and Family Engagement Specialists.*
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] *This includes the review and discussion of the SPAC skits on an annual basis.*
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] *The district will:*
 - a. *Facilitate family workshops for preschool students focusing on kindergarten readiness skills*
 - b. *Partner with early childhood learning centers and local community partners in promoting resources for families during pre-k and kindergarten registration, supporting families as they transition into the district*
5. Engage *parent and family groups, such as a school level PAC or 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, *providing intentional spaces for families to develop and utilize their leadership and advocacy skills.*
7. Adopt and implement model approaches to improving parent and family engagement, *grounding the district's work in the practices outlined in the PA Family Engagement Birth through College, Career, Community Ready Framework.*
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. *This Family and Community Advisory Committee will meet on a quarterly basis.*
9. Engage community-based organizations and businesses in parent and family engagement activities *through strategic partnerships.*

Requirement #4: The policy states how the LEA will coordinate and integrate parent and family engagement strategies with other federal, State, and local laws and programs (ESSA, Section 1116(a)(2)(C)).

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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] *The district will:*

- *Facilitate family workshops for preschool students focusing on kindergarten readiness skills*
- *Partner with early childhood learning centers and local community partners in promoting resources for families during pre-k and kindergarten registration, supporting families as they transition into the district*

Requirement #5: The policy states how the LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy in improving the academic quality of all schools, including identifying

- **barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;**
- **the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. (ESSA, Section 1116(a)(2)(D)(i-iii).**

The evaluation shall be conducted through:

1. Establishment of a schedule and process for the policy review and revision by parents and family members.
 - . *At the building level, this will occur at the beginning of the year at Back to School Nights. Additionally, buildings will host a meeting in the spring to review the family engagement policy, to collect feedback for revisions and to discuss the content and effectiveness of the family engagement policy.*
 - b. *At the LEA level, this will occur in the fall at the District-wide Annual Title I Meeting. The review, revision and evaluation of the effectiveness of the parent and family engagement policy will also take place through quarterly meetings with the district's Family and Community Advisory Committee.*
2. An evaluation of the effectiveness of the content and communication methods through a variety of methods. *In addition to the methods listed above, such as the feedback gathered at Back to School Nights, the District-wide Annual Title I Meeting and through the Family and Community Advisory Committee, the district will share surveys, conduct focus groups, call parents and employ other methods to evaluate the effectiveness of the content and communication methods.*

Requirement #6: The policy states how the LEA will use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family involvement, and revise, if necessary, the Parent and Family Engagement Policy (ESSA, Section 1116(a)(2)(E)).

- 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.
 - *Feedback from the District's Title I Survey, District-wide Title I Meeting and the Family and Community Advisory Committee will be analyzed, along with the district's academic and behavioral data, to adjust, when necessary, the Title I Family Engagement Policy. The LEA will use the findings from this evaluation to inform its family engagement plan and to design evidence-based strategies.*

Requirement #7: The policy states how the LEA involves parents and family members in the activities of the school, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members to adequately represent the needs to the population; revising; and reviewing the Parent and Family Engagement Policy (ESSA, Section 1116(a)(2)(F)).

- The district will establish and support active and engaged Title I parent and family advisory councils *at the school and district-level. At the school-level, these councils* 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 LEA Family and Community Advisory Committee will mirror the composition of the school-level teams; this will include central office administrators, building level administrators, school staff, families and community members.* The purpose of *the school and district-level councils* 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.

Requirement #8: Use of Funds

If the LEA reserves \$500,000 or more and are required to set aside 1%, funds shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following:

Supporting schools and nonprofit organizations in providing professional development for LEA 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 (ESSA, Section 1116(3)(D)(i)).

Supporting programs that reach parents and family members at home, in the community, and at school. (ESSA, Section 1116(3)(D)(ii)).

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 (ESSA, Section 1116(3)(D)(iii)).

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 (ESSA, Section 1116(3)(D)(iv)).

Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's Parent and Family Engagement Policy (ESSA, Section 1116(3)(D)(v)).

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]

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] *This professional development is designed and facilitated by the district-level family engagement team, which includes the Family Engagement Coordinator and Family Engagement Specialists. These positions are funded through the 1% Family Engagement set-aside to support carrying out the goals of the Title I plan.*