

CONNELLSVILLE AREA SCHOOL DISTRICT

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West Crawford Elementary School 2025-2026 Parent and Family Engagement Policy

The Title I Parent and Family Engagement section of Every Student Succeeds Act (ESSA), Section 1116(b) requires that each Title I school develop a written parent and family engagement policy 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 parents of Title I children in a format and language the parents can understand.

This policy will:

- Be jointly developed and agreed upon by parents and family members of Title I children;
- Written in a language parents and family members can understand;
- Distributed to all parents and family members of Title I children;
- Made available to the community online; and
- Updated annually to meet the needs of parents, family members, and the school.

The school will convene an annual meeting at a convenient time. West Crawford Elementary School will encourage all parents and family members of participating children to attend. The meeting will inform parents and family members of the schools' participation as a Title I school and to explain the requirements and rights of parents to be involved.

West Crawford Elementary School will:

- Offer a flexible number of meetings in the morning and evening to accommodate parents' and family members' schedules.
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program with emphasis on family engagement and the documents that accompany our school plan.
- The school will provide parents of participating children with timely information about the Title I program via scheduled meetings, handouts, district global calls, PowerSchool, instant messages, emails, social media platforms, and other forms of communication.
- Provide parents a description and explanation of the curriculum in use in the school, the forms or academic

assessments used to measure student progress, and the achievement levels of the challenging state academic standards via hard copy or electronic documents through meetings, the district website, and/or upon request.

- Provide, at the request of the parent, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- Involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA via district and school level collaborative meetings.
- Annually review and develop, with parents, family members, students, and staff, the school-parent compact that outlines how parents, school staff, and students will share in the responsibility for improved student academic achievement.
- 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, support a child's learning, and work with teachers to improve the achievement of their children.
- Provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology.
- Educate teachers, support personnel, and other staff, with the assistance of parents, in developing collaborative relationships with parents and families that foster communication and cooperation.
- Coordinate and integrate parent involvement activities with other federal, state, and local programs.
- Conduct other activities that encourage and support parents and family members to participate in their child's educational program via district and school level collaborative meetings.
- Ensure that communications are in a language that parents and family members can understand. Documents translated in native languages will be provided to students and families receiving ESL services.
- Provide necessary accommodations for the informed participation of all 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) in engagement opportunities.
- A school-parent compact will be jointly developed with parents and family members outlining how parents, school staff, and students will share the responsibility for improved academic achievement. 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 to meet the challenging state academic standards.
 - Describe the ways in which each parent will be responsible for supporting their child's learning, volunteering in their child's classroom, and participating in decisions relating to the education of their children.
 - Address the importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences and informal progress updates.