

## **TITLE I PARENT AND FAMILY ENGAGEMENT POLICY**

### **Landisville Intermediate 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 Landisville Intermediate Center 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:

Meet with parents (via open PTO meeting) in the fall to plan, review, and improve the Parent and Family Engagement Policy. Discuss the previous year's plan. Discuss areas of strength and areas for growth, continue to explore avenues for partnership with parents.

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.

Parents of children in the Title I are being invited to meet with the reading team during to Sneak a Peek, Back to School Night, and parent-teacher conference week in November and March. During this meeting information will be shared on how Title I is being implemented at LIC. Parents are also invited to attend the PTO meetings in which Title I services will be discussed.

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, childcare costs and/or refreshments.

Conferences are scheduled for the evenings and the morning time to be convenient for parents. Conferences are also offered virtually if that fits the family schedule. The evening Back to School Night also presented Title I reading services. Resources were available to all families in the building.

The reading team made themselves available to answer questions and present their services. Morning Parent as Educational Partner (PEP) meetings are held during the day to discuss reading programming. PTO meetings discussing the ongoing family engagement plan.

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:

The school will plan a data review with the Reading Team to plan, review, and improve the Title I program including the planning, review, and improvement of the school's parent and family engagement program. The school's parent and family engagement program will be discussed at all PTO evening meetings that are open to all families at LPC/LIC. Data shared with families on student progress.

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

Those families whose children qualify for the reading support program will have the opportunity to:

- Receive an initial phone call from a reading specialist explaining the selection process and qualifications of the program.
- Receive an official school Notification Letter inviting parents and families to participate in the Title I program.
- Attend 1 of 3 Parent-Teacher Conferences in November and March to learn details about the program, how their child qualified, and be informed of specific strengths and weaknesses that will be developed in the program.
- Expect to receive progress monitoring updates from the reading teacher at least 3 times throughout the school year.
- Attend several planned Family Engagement Events throughout the course of the year.
- Participate in the Annual Meeting in the spring.

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:

Parents are provided explanations of the curriculum, assessments, and achievement levels during the Back to School Night. The curriculum is also posted to the Hempfield website. They are further explained during personal communication from the reading team during selection phone calls. Finally, at parent-teacher conferences, teachers are explaining student progress in the curriculum and on assessments.

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:

Upon request of parents and/or, the school will schedule individual meetings and utilize IST and reading resources to address their questions and concerns relating to the education of their child. Regular PTO meeting and PEP meetings are also times where information is solicited about participating in the education of 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]:

The Schoolwide Program is jointly created with our PTO elected board and any parents wanting to attend in the beginning of the year.

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, twice a year, 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.

Compact was created at the first PTO meeting to ensure how parents, families, and the entire school staff including students work to improve student academic achievement. It was agreed that the sharing of the shared responsibility for academic progress and the curriculum at the Back to School Night, Parent-Teacher conferences, and via our website fostered a partnership that helped children's

achievement. Opportunities to volunteer in the classroom are shared by teachers at meetings and weekly emails. The school ENews and weekly/cycle teacher emails are translated via district level apps.

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:

Progress reports are sent home after tri-annual after data team meetings. Progress reports are correlated to state academic standards. Report cards that assess state standards are accessible in our online reporting system. These are available three times a year as well. Students receiving reading support also have progress reports sent home three times a year.

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:

During Back to School Night technology education expectations and opportunities will be explained in addition to the concerns related to using technology. Both literacy and mathematics opportunities beyond the classroom will be offered through the 1:1 initiative and opportunity to take the iPad home and advance learning through presentational media done in the home and shared at the school.

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:

During faculty meetings, teachers will be educated on the importance of family partnerships. This will be done through videos, discussions, and professional development articles. We will also incorporate our One Book, One School initiative to improve reading partnerships with all families.

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:

Weekly communication home about school events, weekly communication home about classroom activities from the homeroom teacher, and progress monitoring communication from the reading team.

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:

Information will be relayed through several mediums. Teachers and reading coaches will post information via Schoology. The principal will send information via ENews and when necessary, via translators.

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):

Information will be shared at Back to School night and parent-teacher conferences. Literature that is provided on these nights will be translated into parents' home language. Translators will be hired for parent meetings. All letters regarding Title I look-a-like services will be translated into a home language. PEP and PTO meetings will discuss family engagement policies.

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:

The policy will be sent home and emailed when students are selected to participate in the Title I program.


### **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.



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Principal Signature

8/13/25

Date



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PTO President Signature

08/13/2025

Date

8/13/25

Adoption Date