

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Farmdale Elementary School

Hempfield School District

2025-2026

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 Farmdale 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:

The Farmdale Faculty & Parent Association (FPA) meetings take place monthly. Families are invited to attend, either in person or virtually. The purpose of the meeting is to build relationships through open communication about their child's school experience, both events happening during the school day as well as those offered in the evenings. Each monthly agenda includes Principal Input. During this portion of the meeting the principal provides building information and updates. In working with the FPA President and Board, the principal discusses ways to involve parents in our school community to support their child's educational experience. At the end of the meeting, participants are given time to ask questions, share ideas, and express concerns. The information is considered in making future decisions. In addition, there is time before and after the meeting for families to connect with one another and school personnel, and offer input on their child's school experience.

The Reading Specialists work with families of incoming Kindergarten students during our Preschool Connection program throughout the school year. The focus is on welcoming new students and families to our school to build a trusting relationship and provide ways to support early literacy development with their child(ren). Throughout the year, input is welcomed to improve our home-school connection and the programs we offer to our families.

The Reading Team meets with families of Title 1 students to involve them in the planning of events to support literacy development. Surveys are provided and the results are used to determine which events we will offer. Families are sent invitations, hard copy and electronic, inviting them to attend the events. The events are high interest for students and informative for 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.

Families are invited to attend many events throughout the school year. High interest, meaningful events are planned to encourage family participation in their child's school experience. We solicit feedback on ways to improve our current practices to help make decisions for the following year.

- Over the summer, Popsicles on the Playground events are planned to bring students, their families, and faculty/staff together. These events focus on building relationships and community. Students are given the opportunity to read books from our library in our Reading Nook, play and interact with peers, and reconnect with faculty/staff in various ways.
 - Prior to the start of the new school year, we hold a Sneak a Peek event. This is an opportunity to welcome students and families back to school. Visiting the school, meeting their current teacher(s) and visiting other faculty/staff members builds relationship and connections. Families are given the opportunity to share information with school personnel to help provide their child with a smooth transition to the new school year.
 - During the first few weeks of school, families are invited to attend Back to School Night. This is an opportunity for adults to meet the faculty and staff, hear about initiatives from the principal, and meet with their child's classroom teachers to learn about curriculum, expectations and parent involvement opportunities.
 - Parent-teacher conferences are held twice a year, in November and March. Conferences provide parents with an opportunity to hear about their child's progress and receive suggestions on ways to support learning. It is also an opportunity for parents to ask questions, express concerns, and share ideas.
 - As part of our annual One Book One School initiative, a book is selected to be read as a school. This year we read a series of picture books about Lady Pancake and Sir French Toast written by Josh Brown. Students listen to the picture book being read aloud with their family by their family leader. Their school family consists of students in K-6 led by a faculty/staff member acting as the family leader. These monthly meetings provide an opportunity to build connections between both the adult and students from various grade levels through a shared reading experience. In the spring students and their families are invited to participate in a literacy night to celebrate our shared reading experience. Each family will receive a copy of another book written by the author to promote reading at home. This year the author will join us virtually during the school day and the evening event. It is motivating for students to "meet" the author and ask questions about the
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.

Title I Annual Meeting is held at Farmdale and all parents are invited to attend. The Reading Team shares important information about literacy and ways to support students at home. Parents will meet their child's

Title 1 Reading Specialist to begin building connections. The Reading Team involves parents in completing a survey and offering feedback to plan future Title 1 events throughout the school year.

Meetings involving families are held during various times of the school day using both in person and virtual meeting options. Parent-teacher conferences are offered during day and evening hours to accommodate families. These are offered both in person and virtually, in November and March.

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:

Information about events and activities are shared through email between families and the Reading Specialist. The activities are planned based on the requests and suggestions provided from the survey at the beginning of the school year. Feedback is also welcomed as we plan for future events.

Reading Specialists send home newsletters to their families. All Farmdale families receive communication through the FES eNews sent on a regular basis. Classroom teachers send weekly newsletters to communicate information to families.

We will continue to solicit feedback from parents and encourage two-way communication throughout the school year and particularly during the Annual Meeting; during which time we will review the suggested improvements made throughout the year and measure the effectiveness. From there we will begin the process again and continue to improve upon and/or add to practices that help foster/strengthen school-home partnerships.

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/ Title I Look Alike program.
- Attend 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:

Our district website makes curriculum accessible to our families on the Parent Resource page. In addition, teachers send home weekly newsletters with information about the curriculum, resources, and assessments.

Information is shared at our Back to School Night as well. Parent-teacher conferences also provide time to discuss information about curriculum and student progress.

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:

Our school values collaboration with parents. We work very hard to create trusting relationships with our families in order to keep the lines of communication open throughout the school year. Families are invited to attend our monthly FPA meetings to remain informed and get involved. Our ongoing home/school communication, on a classroom and building level, keeps families informed about instruction and schoolwide events. Our Reading team communicates regularly with the families of the students they work with to provide information about progress and suggestions for home support.

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]:

Participating parents have an opportunity to review and provide feedback on the existing School-Parent Compact during the Annual Meeting. Based on the feedback from parents, the School-Parent Compact is revised to reflect the language of ESSA and to also reflect positive parent friendly terminology. During each year's Annual Meeting, the School-Parent Compact will remain an agenda item to discuss with an expectation that yearly revisions will be made.

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.

Ongoing communication is provided to parents in the form of information shared at school events (including Title 1 events), parent-teacher conferences, emails, phone calls, and school team meetings.

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:

The district website provides access to curricular information for families on the HSD Parent Resource page. Teachers share curricular information during our initial meeting, Back to School Night, to help families understand the units of study for the year and our instructional goals for the students. Parent-teacher conferences provide a follow up with each family which specifically addresses each student and their individual strengths/needs. Weekly home communication informs families about curriculum and instructional goals. Weekly folders, with completed work and assessments, inform families of their child's progress. Report cards are shared three times each year to communicate grades and comments about student progress.

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:

Our school team communicates with families on a regular basis to share suggestions for home support. Class newsletters are sent weekly with information about current topics of instruction to promote discussion at home. Teachers share a variety of resources with families as suggestions for home support. In addition, students are provided with an iPad that is taken home nightly as a learning tool.

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:

Ongoing training and collaboration occur during our faculty meetings, grade level meetings, early dismissal in-service time, and summer in-service opportunities to help teachers refine their home communication and support to students. Various teachers share their expertise with the team to help bring about growth across all classrooms.

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:

Farmdale invites preschool students to attend our Preschool Connection program several times throughout the school year. Various topics are shared with families, while the students engage in a literacy based activity led by faculty members. Our preschool students go home with a new book and our families are given school readiness resources.

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:

Families will be given access to information being communicated in their home language through the use of Transperfect, Talking Points, Google Translate and interpreters hired by the school district.

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 relayed through the district website, Twitter, FaceBook, Instagram, district emails, FES eNews, FPA FaceBook, classroom newsletters, and other forms of written communication,

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:

Information will be shared at Back to School night, Parent-teacher conferences, and throughout the school year. Literature that is provided on these nights will be translated into parents' home language. Translators will be hired for parent meetings.

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.

This policy was adopted by the Farmdale Elementary Faculty and Parent Association (FPA) on Thursday, March 19, 2026.

Trisha Pearson

Principal Signature

3-19-26

Date

Christine L. Hyko

PTO President Signature

3/19/26

Date

