

FERNDALE AREA SCHOOL DISTRICT

100 Dartmouth Avenue • Johnstown, PA • [814] 535-1507

Dear Families:

The Ferndale Area School District is committed to working in partnership with families in a variety of ways.

One specific area of cooperation is the schoolwide Title I program. With that in mind, the Ferndale Area School Board has adopted a policy of dialogue between the home and school. This policy, which is attached, encourages parental involvement in the education programs in our district. We encourage you to work with us in the Schoolwide Title I program.

Enclosed, please find a copy of the School-Parent Compact, which lists specific ways in which we can work together. The first compact documents the school's responsibilities to our students. The entire staff has endorsed this compact. The next section lists students' responsibilities in the education process. We ask you to review the Student Compact with your child. The final section contains the Parent Compact. Please review the information contained in the Compact.

We would like to thank you for your support and cooperation of our schoolwide Title I program in the Ferndale Area School District.

If you have any questions or concerns, please contact the Ferndale Area Elementary School at 814-535-1507.

Sincerely,



David Gates
Business Manager

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FERNDALE AREA SCHOOL DISTRICT - SCHOOL COMPACT

The Ferndale Area School District will provide high-quality curriculum and instruction in a supportive and effective learning environment that will enable success for every student and:

1. Will treat each child with dignity and respect.
2. Strive to address the individual needs of each student.
3. Acknowledges that parents are vital to the success of this school and its students.
4. Provide a safe, positive, and healthy learning environment for each student.
5. Will assure every student access to quality learning experiences appropriate to their development.
6. Will ensure staff communicate clear expectations for performance to all stakeholders.
7. Will assure participation of parents in the decisions relating to the education of their children.

FERNDALE AREA SCHOOL DISTRICT - STUDENT COMPACT

I realize that my education is important. I know that I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Get to school on time every day.
2. Develop a positive attitude about school.
3. Return completed homework on time.
4. Be a cooperative learner and carry out the teacher's instructions and directions.
5. Ask for help, when needed.
6. Be respectful to school personnel, other students, and school property.
7. Participate in appropriate extracurricular activities.

FERNDALE AREA SCHOOL DISTRICT - PARENT COMPACT

I realize the importance of working cooperatively with the school. I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I join with the Ferndale Area School District by carrying out the following responsibilities to the best of my ability:

1. Create an atmosphere that supports learning by encouraging reading activities.
2. Send my child to school regularly, on time, well-fed, and well-rested.
3. Monitor assignments and encourage homework completion.
4. Review all school communications and respond promptly.
5. Attend school functions and conferences, when available.
6. Encourage my child to demonstrate respect for school personnel, his/her classmates, and school property.
7. Participate in decisions relating to the education of my child.

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What is Title I?

The Ferndale Area School District's Title I program is a federally funded supplemental educational program that provides financial assistance to improve educational opportunities for students needing assistance in Reading and Mathematics.

Title I programs are designed to help children meet the state content in performance standards in Reading, Language Arts, and Mathematics. Currently, the Ferndale Area School District's Title I program is a School Wide program that benefits all students and teachers in the Elementary building. A Reading Specialist, Multi-Tiered Systems of Support Coordinator, Math Support, and Title I Aides are funded through the Title I program. Title I funds can also be used for math and reading instructional supplies, teacher professional development, pupil personnel services, staff and community support services and mandated nonpublic instructional services.

Visit our website at, www.fasdk12.org, and explore some of the many Title I related links that provide information about;

'Federal and State Programs Link' on 'District' page

Title I Letter and Compacts

Title I Parent Resource Center Order Form

Title I Parent and Family Engagement Plan- Policy No. 918

Equity Plan

Schoolwide Program Plan

Targeted Assistance vs. Schoolwide Programs

Teacher Professional Qualifications

If you don't have access to a computer or the above documents and resources, or if you have any questions, suggestions, or wish additional information regarding Title I or any of our Title I programs, plans or policies, please call or contact Mr. David Gates in the Ferndale Area District Administration Offices at 535-1507 or dgates@fasdk12.org.

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School: Parent & Family Engagement Plan The Ferndale Area Elementary School and the parents of the students participating in the activities, services, and programs funded by Title I agree that this policy outlines how the parents and the entire school staff will share the responsibilities for improved academic achievement and how the school and the parents will build and develop a partnership that will help children achieve the state's high standards.

School Responsibilities:

The Ferndale Area Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards.
2. Hold parent-teacher conferences during which this policy will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - In the Fall at "Open House" (evening hours)
 - In the Winter at Parent-Teacher Conferences (held during a one-day period-- day and evening hours available).
 - Whenever a parent requests a conference with a teacher or vice versa.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - At the end of each grading period (report cards).
 - PSSA results when received from the state.
 - Mid-Term Progress Reports sent home.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During 8:00am-8:30am a call may be made to the school office. If the teacher is unavailable, parents can leave their name and number, and their call will be returned.
 - Parents may set up an appointment to discuss their child's progress at any time through the school year.

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The Ferndale Area Elementary School will:

5. Provide parents opportunities to volunteer and participate in their children's activities and to observe classroom activities as follows:
 - P.T.O. (Parent- Teacher Organization)
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, the school-parent compact, and the school's Title I schoolwide program as follows:
 - At the annual Title I meeting, the school's schoolwide program will be discussed.
 - At the annual Title I meeting, the school's schoolwide program will be discussed.
 - At the annual Title I meeting, the district and school's parental involvement policies and the school-parent compact will be discussed with parents.
 - At the annual Title I meeting, the committee members will aid in the development, implementation, and evaluation of the school's Title I schoolwide program.
7. Provide materials and training to help parents work with their children to improve their children's achievement.
8. Endure that the mandated amount of money set aside for parent involvement is being allocated directly to the Title I schools within the district.

The Ferndale Area Elementary School's School Parental Involvement Policy- is reviewed and approved at the Annual Title I Parent Meeting and was reviewed and approved by the SPAC/PIRC Committees.

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District: Parent & Family Engagement Plan

The Ferndale Area School District is committed to the belief that ALL children can learn and acknowledges that parents share the school's commitment to the educational success of their children.

The Ferndale Area School District recognizes that a child's education is a responsibility shared by the school and the family and agrees that to effectively education A: students, the school, and the parent must work as knowledgeable partners.

We define parent and family involvement as an on-going process that assists parents and families to meet their basic obligation as their child's first educator, promotes clear two-way dialogue between home and school and supports parents as leaders and decision-makers at all levels concerning the education of their children.

To this end, a written plan for the schoolwide Title I parent involvement that establishes programs and practices to enhance parent involvement and reflects the needs of the students and families will be jointly developed by parents and school staff. The plan will be designing initial and on-going activities.

The plan will also include a school-parent compact and support the development, implementation and regular evaluation of the parent involvement program by parents. Implementation of the plan will be a priority of the school community.

Book	Policy Manual
Section	900 Community
Title	Parental/Family Involvement
Code	917
Status	Active
Adopted	February 21, 2007

Purpose

The Board recognizes the vital role parents/guardians and family play in the education, welfare and values of their children. The district is committed to the belief that all students can learn and acknowledges that schools and families share a commitment to the educational success of students.

Definition

Parental and family involvement shall be defined as an ongoing process that assists parents/guardians and families to meet their basic obligation as a child's first educator, promotes clear two-way dialogue between home and school, and supports parents/guardians as leaders and decision-makers concerning the education of their children at all levels.

Authority

The Board recognizes that the responsibility for each student's education is shared by the school and the family and acknowledges that schools and families must work as knowledgeable, cooperative partners to effectively educate all students. To this end, the Board shall support the development, implementation, and continuing evaluation of a parental and family involvement program that will involve parents/guardians at all grade levels in a variety of roles.

Guidelines

Because parents/guardians are familiar with the needs, problems and abilities of their children, staff should communicate with and seek their input throughout the school year.

The parental and family involvement program may include the following:

1. Support for parents/guardians as school leaders and decision-makers, in addition to serving in advisory roles.
2. Promotion of clear two-way communication between the school and the family about school programs and student progress.
3. **Assistance to parents/guardians and families in developing parenting skills to foster positive relationships at home, to support children's education efforts, and to assist their children with learning at home.**
4. **Involvement of parents/guardians, with appropriate training, in instructional and support roles at the school.**

Ferndale Area School District

Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Code	918
Status	Active
Adopted	February 19, 1997
Last Revised	October 21, 2020
Prior Revised Dates	02/21/2007

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. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[1][2]

Definition

Parent and Family Member -these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:[1]

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[3]
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members. b.
 - Incorporated into the district's Title I Plan.[3]
 - c. Posted to the district's publicly accessible website. [4]
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[1] [5]

Delegation of Responsibility.

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[1][3]

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
- s. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[5]

The building principal and/or Title I staff shall notify parents and family members of the existence of the 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 expectations 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.[1]

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to: [1]

1. Support their child's learning.
2. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[1]

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.[1]

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[1][3]

At these meetings, parents and family members shall be provided: [1]

1. Timely information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.

3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

1. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
2. Analyze and share the results of the Title I Parent/Family Survey.
3. Distribute the School-Parent and Family Compact.
4. Host various parent and family nights at each school building with a Title I program.
5. Actively recruit parents and family members to participate in school review and improvement planning.
6. Invite 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.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[1][3]

Building Capacity. for Parent and Family. Engagement*

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]

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.[2][7]
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.
 - 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.[8]
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][9][10] [11][12][13][14]

5. Engage the 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. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by: [\[1\]\[5\]\[2\]\[10\]\[11\]\[12\]\[13\]\[14\]](#)

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program. [\[1\]](#)

The evaluation shall identify:[\[1\]](#)

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

1. Establishment of a schedule and process for the policy review and revision by parents and family members.
2. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
3. Documentation of parent and family member input regarding Title I programs and activities throughout the year.

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.[\[1\]](#)

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:[\[1\]](#)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[\[6\]](#)

3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities. [1]

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 programs that reach parents and family members at home, in the community, and at school.
2. Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

Legal	1.20 u.s.c. 631
	2. Pol. 102 8
	3. 20 u.s.c. 6312
	4. 24 P.S. 510.2
	5. Pol. 138
	6. Pol. 916
	7. Pol. 127
	8. Pol. 333
	9. 20 u.s.c. 7845
	10. 29 U.S.C. 3271 et seq
	11. 29 U.S.C. 701 et seq
	12. 42 U.S.C. 11301 et seq
	13. 42 U.S.C. 9831 et seq
	14. Pol. 212