

Wallenpaupack Area School District

Title I Local Education Agency Parent and Family Engagement Plan

2026-2027

Date reviewed: April 8, 2026

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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. 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.

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)*).

The LEA involves parents and family members in the development of the Consolidated Application through multiple structured opportunities during the school year:

- **Annual Parent Advisory Council (PAC) meetings are held twice each year to support joint consultation in the development and evaluation of federal programs. The Fall meeting, conducted virtually to accommodate the district's large geographic area, provides parents with an overview of all federal programs (Titles I, II, III, and IV), Title I Targeted Assistance programming, parent and family engagement requirements, and funding structures. The Spring meeting is held in person and focuses on equipping families with instructional strategies to support student skill development, particularly reading and mathematics, during the summer months.**
- **An annual district-wide Parent Survey is distributed to all Title I families to gather feedback on communication preferences, meeting accessibility, home learning supports, understanding of Title I programs, perceived barriers to engagement, and recommendations for program improvement.**
- **Annual stakeholder meetings at the building level are coordinated to gather family and community input related to parent and family engagement needs, priorities, and strategies. Feedback collected during these meetings informs both school-level and LEA-level planning.**
- **Parents and families may provide ongoing input throughout the year through email, phone communication, surveys, and feedback shared during family engagement events. This information is collected by building principals and the Federal Programs Administrator and is considered during the annual development of the Title I funding application and programmatic decisions.**
- **Feedback collected during April 2026 stakeholder engagement sessions directly informed revisions to the District Parent and Family Engagement Plan. Families emphasized the need for flexible scheduling due to work commitments, access to paper based communication, use of off-site or community-based meeting locations, and practical supports to assist children with reading, mathematics, and homework at home. These**

priorities were reviewed by district leadership and incorporated into district and school level engagement planning for the upcoming school year.

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)*).

Parents and families participate in school review and improvement in these ways:

- **During annual Title I meetings, families review Title I services, student eligibility criteria, program goals, curriculum, and assessments. Parents also participate in instructional activities that model strategies for supporting learning at home and provide input related to school improvement needs.**
- **Parents and families participate in annual school-level surveys designed to identify program strengths, barriers to engagement, and areas in need of improvement. Survey results are analyzed by school teams and used to guide revisions to school improvement plans and instructional practices.**
- **As part of the school review process, parents and other stakeholders review district- and school-level Title I Parent and Family Engagement Plans. Revisions are made collaboratively based on parent feedback to ensure plans reflect current needs and priorities.**
- **Parents provide additional input during family engagement activities, including curriculum nights and parent-teacher conferences, where they may discuss effective practices as well as areas that would benefit from additional support or refinement.**
- **Families have identified parent teacher conferences as the most meaningful engagement opportunity, as they provide individualized information about student progress and learning goals. Schools use this feedback to strengthen conference structures, ensure clarity of information shared, and prioritize follow-up communication to support continued student growth.**

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 LEA provides technical assistance through:

- **District-level leadership, including the Federal Programs Coordinator and the Director of Curriculum, Instruction, and Assessment, provide ongoing guidance to principals and Title I staff in planning and implementing parent and family engagement activities. This support includes assistance with event planning, annual meetings, School-Parent Compacts, and required documentation.**
- **Parent and family engagement efforts are aligned with the District Comprehensive Plan, including districtwide professional development priorities. Schools receive coordinated training and coaching to ensure parent engagement events are consistent, high quality, and aligned with instructional and improvement goals.**
- **The LEA provides standardized materials, templates, and procedures to support consistent implementation and documentation of parent engagement activities, including:**
 - **Annual Title I meeting agendas**
 - **Standardized School–Parent Compacts (English and Spanish)**
 - **Documentation tools such as sign in sheets, agendas, activity logs, and parent feedback forms**
- **LEA administrators meet regularly with principals and Title I staff to review school-level parent and family engagement plans, address participation barriers, analyze engagement**

data, and ensure the use of consistent, evidence-based family engagement strategies across schools.

- The LEA ensures that all parent and family communications are provided in clear, jargon-free, and culturally responsive language, using formats and languages that best meet parent needs. Translation, interpretation, and alternate formats are provided as needed to remove barriers for English Learners, migrant families, parents with disabilities, and families with limited literacy. Qualified interpreters and translators are used for all communications, including specialized meetings when required; automated translation tools are not used without human review, and family-requested interpreters (such as friends or adult siblings) are used only with documented parent consent.
- Schools are supported in offering paper-based communication options, in recognition of parent feedback indicating a preference for printed materials.
- The LEA supports schools in developing parent learning sessions and take-home resources focused on reading strategies, mathematics strategies, and homework support, based on identified family needs and requests.

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)*).

The LEA coordinates parent and family engagement activities across multiple initiatives to ensure coherence, efficiency, and meaningful family support. This coordination includes alignment among federal programs (Titles I, II, III, and IV), the district's Special Education plan, early childhood programs, and districtwide social emotional learning initiatives. The LEA also collaborates with community partners, including mental health agencies, community organizations, local businesses, and PTO/PTSA groups, to expand family engagement opportunities and support services.

In response to family feedback, the LEA and its partners collaborate to offer engagement activities and events at neutral, off-site, or community-based locations when appropriate, recognizing that some families may feel more comfortable participating outside of school buildings. These coordinated efforts are designed to reduce barriers to participation and promote welcoming, inclusive engagement opportunities for all families.

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)*).

Each year, the LEA conducts a comprehensive evaluation including:

- PAC and stakeholder meetings, where qualitative and quantitative data are collected related to parent engagement levels, communication preferences, identified needs, and participation barriers. Particular attention is given to identifying trends and needs among underserved populations.

- Participation data from parent and family engagement activities, including Parent Advisory Council meetings, parent-teacher conferences, literacy and mathematics events, and other school-sponsored family engagement opportunities.
- Annual review of district- and school-level Parent and Family Engagement Plans and School-Parent Compacts, with revisions made collaboratively based on evaluation findings and LEA guidance.
- Review of communication practices, including the clarity, frequency, accessibility, and effectiveness of communication, informed by parent feedback and documented access needs.

Findings from the annual evaluation are documented and used to identify participation barriers, determine parent and family needs for supporting student learning, and guide revisions to engagement strategies that strengthen home-school partnerships.

Barriers identified through the annual evaluation process include parent work schedules, childcare and transportation challenges, limited internet access, and reliance on students to deliver school information to families. These barriers directly inform adjustments to engagement practices and communication strategies in subsequent planning cycles.

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)*).

Evaluation findings are reviewed each spring with principals and Title I staff. Based on these findings, the LEA:

- Revises district- and school-level parent and family engagement activities to address identified barriers to participation, including work schedules, language access, and transportation. This includes prioritizing expanded hybrid engagement options that allow families to participate through a combination of in-person and virtual meetings.
- Expands and refines parent learning opportunities in literacy and mathematics in response to parent feedback requesting additional strategies to support learning at home. Priority is given to the development of homework support packets, summer learning materials, and incentives that encourage family engagement and at-home practice.
- Adjusts communication methods to align with parent preferences and access needs, including email, phone calls, and written notices. Priority actions include increasing the use of paper-based communication and providing advance notice of events to support family planning.
- Updates district and school Parent and Family Engagement policies and School-Parent Compacts annually, as needed, to reflect evaluation findings, family priorities, and program adjustments.
- Incorporates parent requests and feedback into the planning of future engagement events, resources, and supports to ensure activities remain relevant and responsive to family needs.

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 LEA maintains a structured and inclusive approach to ongoing parent and family engagement through multiple, consistent opportunities for participation and feedback, including:

- A districtwide Parent Advisory Council (PAC) that meets twice annually to support family involvement in program review and decision-making. The Fall meeting is held virtually, and the Spring meeting is held in person. During these meetings, parents review federal programs, receive training and resources, and provide input related to engagement priorities and program implementation
- Building-based stakeholder meetings that provide families opportunities to review school improvement plans, share feedback on instructional programs, and participate in the review of Parent and Family Engagement policies.
- Parent and family participation in PTO/PTSA organizations, volunteer opportunities, and school-sponsored family engagement events, which support collaboration between families, schools, and community partners.
- Ongoing, open communication between families and school staff, with parents encouraged to meet with teachers or administrators as needed via phone, email, or in-person meetings to discuss student progress, concerns, or support strategies.
- Feedback from parents indicating strong support for small-group instruction and Title I services, reinforcing the district's continued emphasis on inclusive instructional supports that meet student needs without isolating or stigmatizing learners

Please note: this section only needs to be included in the policy if the LEA receives \$500,000 or more. For all other LEAs, this section can be deleted.

For those LEAs that receive \$500,000 or more in Title I funds, please choose one of the following and describe how it is carried out at the LEA:

- If the LEA receives \$500,000 or more and is 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)*).

The Wallenpaupack Area School District receives \$500,000 or more in Title I, Part A funding and, therefore, reserves 1% of Title I funds to support parent and family engagement activities, in accordance with federal requirements.

Based on parent and family feedback, program evaluation data, and identified school and district needs, Title I parent and family engagement set-aside funds are used to support the following activities:

- **Family engagement events that provide parents with training and resources focused on reading and mathematics instruction and strategies to support learning at home.**
- **Professional development for staff aimed at strengthening effective, culturally responsive parent and family engagement practices and improving collaboration between schools and families.**
- **Instructional materials for home use, including books and literacy and mathematics resources, to support home practice and reinforce classroom learning.**
- **Communication supports, such as translation and interpretation services, printing of paper-based materials, and appropriate digital communication tools to ensure information is accessible to all families.**
- **Collaboration with community organizations and partners to expand engagement opportunities, improve accessibility, and provide supportive, inclusive settings for family participation.**

The use of Title I parent and family engagement set-aside funds reflects ongoing parent feedback requesting hands-on learning opportunities, take-home instructional materials, engagement incentives, and communication formats that are accessible and responsive to family needs.