

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Floyd R. Shafer Elementary 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 *Floyd R. Shafer Elementary School* in collaboration with and agreed to by parents/guardians, describes how parents/guardians will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents/guardians by detailing how the school will:

1. Involve parents/guardians in the planning, review and improvement of the school’s Parent and Family Engagement Policy:

- ❖ Parents will be actively involved in the development/refining of a building's improvement plan by attending beginning, middle, and end of year Title I Planning meetings
- ❖ Provide parental involvement in the development and periodic review of all school plans including the parent engagement policy and compact by attending beginning, middle, and end of year Title I Planning meeting
- ❖ Provision of timely information concerning the Title I program including example program plans and evaluations.
- ❖ Soliciting parents’/guardians’ suggestions in the planning, development and operation of the Title I program and parent compact
- ❖ End of year parent survey

2. Convene an annual meeting, at a convenient time:

- ❖ To which all parents/guardians of participating children shall be invited, and encouraged to attend.
- ❖ To inform parents/guardians of their school’s participation as a Title I school; and
- ❖ To explain the requirements and the rights of parents/guardians to be involved.

- Annual meetings held in October, February, and May
- Parent Right to Know letter

- Parent Compact
- Open House
- Parent-Teacher conferences

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parents/guardians' attendance at meetings through assistance with transportation, childcare costs, and/or refreshment.

4. Involve parents/guardians, 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

- ❖ Annual meetings are held in October, February, and May.
- ❖ Title I Schoolwide Planning Committee
- ❖ Parent surveys
- ❖ Communication with parents via email/meetings/phone calls/Learning Management System

5. Provide parents/guardians of participating children with timely information about the Title I program:

- ❖ Overview provided on Shafer Elementary School website under Title I tab
- ❖ Open House
- ❖ Title I packet - including Parent Right to Know/Family Engagement Policy/Parent Compact, etc.

6. Provide parents/guardians 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:

- ❖ Overview of information provided on Shafer Elementary School website under the Parent tab
- ❖ PSSA Information Night for 3rd and 4th grade parents
- ❖ Open House
- ❖ Student Infographic (sent home at the end of each trimester)
- ❖ STAR Assessment Report
- ❖ PSSA Results

7. Provide, if requested by parents/guardians, 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:

- ❖ Soliciting parents'/guardians' suggestions in the planning, development, and operation of the Title I program and parent compact.
- ❖ Conferences
- ❖ Parent meetings - scheduled at the convenience of parents
- ❖ 504/IEP/GIEP meetings
- ❖ Zoom meetings

8. Involve parents/guardians 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:

Soliciting parents' suggestions in the planning, development, and operation of the Title I program and parent compact.

9. Create a school-parent and family compact developed jointly with parents/guardians outlining how parents/guardians, 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/guardians will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

- ❖ Describe the school's responsibility to provide a 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/guardian 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
- ❖ Address the importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - Teacher conferences with parents/guardians in elementary schools;
 - Periodic reports to parents/guardians on their children's progress;
 - Reasonable access to staff, and opportunities to volunteer and participate in their child's class (with necessary clearances on file with the school office); and
 - Ensuring regular two-way, meaningful communication between parents/guardians and school staff, in a language that parents/guardians can understand.

10. Provide assistance to parents/guardians 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:

- ❖ Annual parent meetings to provide information on the state assessments
- ❖ Information provided on the Shafer website
- ❖ Overview of district and state assessments sent home to parents

11. Provide materials and training to help parents/guardians 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:

- ❖ Information provided on the Shafer website/Learning Management System

- ❖ Annual parent training on district applications offered by school Technology Specialists
- ❖ Annual Title I meetings at the beginning and end of the school year
- ❖ Overview of district and state assessments sent home to parents
- ❖ Online Tutorials

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents and/guardians and the school.

13. To the extent feasible and appropriate, coordinate, and integrate parents/guardians involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents/guardians in more fully participating in the education of their children.

14. Ensure that information related to school and parents/guardians programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and in a language, the parents/guardians can understand.

15. Provide opportunities for the informed participation of parents/guardians (including parents/guardians who have limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children):

- ❖ Information provided on the Shafer website is available for translation in the family's home language.
- ❖ The school website is ADA compliant in that all families can access all available information.
- ❖ Live translation services are available to families upon request.

16. Ensure distribution of the policy to all parents/guardians with a child participating in a Title I program by the following means:

- ❖ The district and building Family Engagement policies are available on the Shafer website.
- ❖ Paper/Digital district and building Family Engagement policies are sent home to families.

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/guardians of the existence of Title I programs and provide:

- An explanation of the reasons supporting their child's selection for the program.
- A set of goals and objectives to be addressed.

- A description of the services to be provided.
- 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/guardians who have limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, in a language and format they can understand.