

Fort Cherry School District

110 Fort Cherry Road

McDonald, PA 15057

724.796.1551 phone/724.796.0065 fax

The children are the focus...working together is the method.

Mr. Thomas J. Samosky, Superintendent

Mrs. Mary Burford, Business Manager

Dr. Eric Lauver, Director of Pupil Services

FORT CHERRY SCHOOL DISTRICT TITLE I SCHOOLWIDE PARENT FAMILY ENAGEMENT POLICY

Fort Cherry Elementary School is dedicated to helping students discover the building blocks of math and the pleasures of reading while working toward becoming life long, independent readers and problem solvers.

Date reviewed 5/20/24

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- ☐ developed jointly with and agreed upon by parents and family members of Title I children;
- ☐ written in an understandable format and provided in a language parents can understand;
- ☐ distributed to all parents and family members of Title I children;
- ☐ made available to the local community; and
- ☐ updated annually to meet the changing needs of parents, family members and the school.

The policy describes how parents and family members will be involved in the planning, review and improvement of the school's Parent and Family Engagement Policy (*ESSA, Section 1116(b)(1)*).

- Fort Cherry Elementary Center annually surveys stakeholders on their experience with their child's education.
- The Elementary Center administration uses this feedback to identify priorities from parents and other community stakeholders.
- Further, during the Title I annual meeting held in the Fall, the Elementary Center administration presents the current policy, aligned to Federal protocols, and seeks the input of families on additional suggestions, additions, and revisions to the policy.

The policy states that the school will convene an annual meeting, at a convenient time;

- which all parents and family members of participating children shall be invited, and encouraged to attend;
- to inform parents of their schools' participation as a Title I school; and
- to explain the requirements, and the rights for parents to be involved (*ESSA, Section 1116(c)(1)*).

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- Every Fall, the Elementary Center holds a Title I annual meeting. This meeting is held either in a hybrid (in-person with online option) or fully online to accommodate family schedules. The meeting is typically held in the evening.
- Information on the meeting time and location is sent via eBlast, placed on the District website/calendar, and sent via the District app.
- During the meeting, annual performance data used in formulating the Title I Consolidated Application goals are discussed. Data includes, but is not limited to, attendance, discipline, PSSA, PVAAS, DIBELS, and IXL performance data. Data is presented both by year and longitudinally.
- During the annual meeting, the Parent/Family Engagement Policy and associated Compact are reviewed for input.

The policy states that the school will offer a flexible number of meetings, in the morning and/or the evening (*ESSA, Section 1116(c)(2)*).

- Meetings are typically held in the evening to accommodate community work schedules. This is based on feedback received from stakeholders.
- All meetings are recorded and placed on the District website for review by stakeholders.

The policy states that the school will involve parents, 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 (*ESSA, Section 1116(c)(3)*).

- Families are involved in school-wide programs through collaboration with teachers/staff, such as ReadNQuiz celebrations, art show, book fair, and Junior Olympics.
- Families are surveyed yearly, at a minimum, to review and offer improvement of the parent/family engagement program.

Provide parents of participating children with timely information about the Title I program (*ESSA, Section 1116(c)(4)(A)*).

- Title I program information is disseminated to families directly by the Title I teachers who service students. This information may be in writing, email, or by phone, depending on the nature and specificity of the communication to an individual student.
- The District provides ongoing communication via its website by posting the Title I Annual Meeting recording, PAC meeting recording, Goals Progress meeting recording, Schoolwide Title I plan, and other relevant documents throughout the year.

The policy describes how the school will provide parents 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 challenging State academic standards (*ESSA, Section 1116(c)(4)(B)*).

- The Elementary Center offers all parents curriculum maps via the District website.

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- During the annual meeting the Elementary Center administration provides an overview of curriculum, PA Core Standards, and an overview of all assessments.
- The Elementary Center administration and staff provide an explanation on how monthly benchmark data is used to form AIRE groups for intervention, remediation, and enrichment.

The policy states that the school will provide, if requested by parents, 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 as soon as practicably possible (*ESSA, Section 1116(c)(4)(C)*).

- The District welcomes requests for meetings from parents. When doing so, the Elementary Center makes every effort to schedule the meeting as soon as feasible, taking into account the schedules of all personnel to be involved.
- In rare situations, when a meeting cannot be accommodated during regular school hours, the Elementary Center administration will consider meetings outside of the contractual day. This requires careful coordination of schedules to ensure all can attend.

The policy states how the school will involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA (*ESSA, Section 1116(5)*). Applies only to Title I schools operating a Schoolwide Program.

- Yearly, the Elementary Center holds a Parental Advisory Committee (PAC) meeting in May.
- During the PAC meeting, the proposed goals of the Schoolwide Plan are presented. These goals are related to academic performance in English Language Arts and Mathematics.
- The PAC meeting includes a thorough review of all academic achievement data.
- The live meeting is recorded, and the District will allow written input after the meeting to be submitted until a deadline.

The policy states that a school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, 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 will build and develop partnerships to help children achieve the State's high 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 the children served under this part to meet the challenging State academic standards, and the ways in which each parent 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 (*ESSA, Section (d)(1)*); and
- address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - parent-teacher conferences 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 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

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between family members and school staff, and, to the extent practicable, in a language that family members can understand (*ESSA, Section 1116(d)(2)(A-D)*).

- Report cards are provided four times yearly via Sapphire Community Portal.
- Live progress and attendance data is provided via Sapphire Community Portal.
- Yearly during the Title I Annual Meeting, a draft compact is provided that address the components listed above. During the meeting, input is sought from families, and written input may be submitted until a deadline.
- For families unable to attend the Annual Meeting, a recording is uploaded to the District webpage.

The policy states how the school will provide assistance to parents and family members in understanding the challenging 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 (*ESSA, Section 1116(6)(e)(1)*).

- At least 3 times per year, an overview of data is given from a school level. These coincide with the Title I activities held yearly.
- The Title I staff and Elementary Center administration work to communicate with families how the data generated for each student is used to provide academic support and differentiation in the classroom for each student.

The policy states how the school will provide materials and training to help parents 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 involvement (*ESSA, Section 1116(6)(e)(1)*).

- Report cards are provided four times yearly via Sapphire Community Portal.
- Live progress and attendance data is provided via Sapphire Community Portal.
- Yearly during the Annual Meeting, the Title I staff provides strategy and supports for families looking to assist their child with academic performance.
- For students in need of tiered support, the Title I staff provides parents with ways to assist their child in improving academic performance.
- For students in Special Education, the IEP team provides ongoing information on progress toward goals and strategies to assist their child.

The policy states how the school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, 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 (*ESSA, Section 1116(6)(e)(3)*).

- The Elementary Center has a strong Parent-Teacher Organization (PTO). The Elementary Center administration coordinates with the PTO to provide opportunities for volunteering, including parties, field trips, Pre-K nights, Kindergarten graduation, art show, concerts, musical performances, Junior Olympics, fun day, and other events.

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- At or before open house, teachers provide families with teacher contact information to ensure there is accessible communication between home and school.
- The Director of Federal Programs coordinates with Elementary Center staff yearly to provide an overview of academic achievement both for the current year and longitudinally.
- The Title I staff yearly provides strategies to parents/guardians to assist in their child's learning.

The policy states how the school will, to the extent feasible and appropriate, coordinate, and integrate parent 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 (*ESSA, Section 1116(6)(e)(4)*).

- The Elementary Center is a host site for a BluePrints Pre-K classroom.
- The Elementary Center administration coordinates with the BluePrints Pre-K program yearly to discuss programming and curriculum offerings at the Elementary Center. Further, the Elementary Center administration proactively reach out to Pre-K families to ensure registration.
- The Elementary Center, through the Pupil Services Department, coordinate with Head Start and Early Intervention Programs.
- As part of Early Intervention, all families are offered a transition meeting with the District, where programming and school age services are explained.
- The Director of Federal Programs coordinates frequently with BluePrints for both Pre-K and Head Start programming, including, when necessary, transportation required by law.
- Yearly, the Elementary Center holds two Pre-K nights where families and incoming students attend events to smooth the transition between Pre-K and Kindergarten.

The policy states how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand (*ESSA, Section 1116(6)(e)(5)*).

- The District uses its website, which translates all materials into multiple languages, to provide culturally-responsive materials to families.
- The District uses apps to communicate via text messages with families that will provide translation between home and school for all materials.
- When phone conferences are necessary, the District uses a translation service to act as a go-between for the two parties. This is facilitated by the English as a Second Language teacher.
- All parents are welcome at all school functions. Should accommodations be necessary, the District would attempt to make all reasonable accommodations to ensure maximum participation by a stakeholder.
- The Elementary Center sends a Tuesday Packet to all Elementary Center families to give an overview of school and community happenings.

The policy states how the school, to the extent practicable, will 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) (*ESSA, Section 1116(7)(f)*).

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- The Elementary Center administration is committed to ensuring that all families have access to information about and participation in their child's education.
- The District uses its website, which translates all materials into multiple languages, to provide culturally-responsive materials to families.
- The District uses apps to communicate via text messages with families that will provide translation between home and school for all materials.
- When phone conferences are necessary, the District uses a translation service to act as a go-between for the two parties. This is facilitated by the English as a Second Language teacher. The translation service is also available for in-person meetings.