

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 919.1

Section COMMUNITY

Title TITLE I DORMONT
ELEMENTARY SCHOOL
PARENT/GUARDIAN AND
FAMILY ENGAGEMENT

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POLICY NO. 919.1 TITLE I DORMONT ELEMENTARY SCHOOL PARENT/GUARDIAN AND FAMILY ENGAGEMENT		
Section 1	<p><u>Purpose</u></p> <p>Dormont Elementary is committed to providing a quality education for every student in the school. When schools and parents/guardians and families form strong partnerships, all children’s potential for academic success improves significantly.</p>	
Section 2	<p><u>Authority</u></p> <p>Each school receiving Title I funding shall jointly develop with, and distribute to, parents/guardians of participating children a written Parent/Guardian and Family engagement Policy, agreed on by such parents/guardians, that shall describe the means for carrying out the requirements established in the Every Student Succeeds Act. Parents/Guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. Such policy shall be made available to the local community and updated annually to meet the changing needs of parents/guardians and the school.</p>	ESEA Sec. 1118
Section 3	<p><u>Guidelines</u></p> <p>Dormont Elementary will involve parents/guardians in the development of the school plan and in the process of school</p>	

POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL
PARENT/GUARDIAN AND FAMILY ENGAGEMENT

review and improvement in the following ways through participation on the Parent/Guardian Advisory Council and other forms:

1. Title I parents/guardians will participate in the development of the Title I Plan and will be part of the school review and school improvement (if applicable) procedures.
2. Title I parents/guardians will serve on the Parent/Guardian Advisory Council for the Title I Plan and the school Improvement Plan (if applicable).
3. Title I parents/guardians will plan, review, and update the School's and District's Title I parent/guardian and family engagement policies.
4. Title I parents/guardians will jointly develop a school-parent/guardian compact that outlines how parents/guardians, the entire school staff, and students will share in the responsibility for improved student achievement.
5. A yearly meeting will be held to provide Title I parents/guardians the opportunity for input into the planning, implementation, and evaluation of the Title I program.

Dormont Elementary will hold an annual meeting with Title I parents/guardians in September to inform parents/guardians of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. The following items will be discussed: Title I budget, parent/guardian and family engagement policies, overview of Title I (expectations and requirements), standards-based instruction and assessment, overview of the school's curriculum, proficiency levels, multiple criteria for entrance into the program, monitoring student progress, how to work with teachers, parent/guardian resource center, school-home compact, and activities for home. Parents/Guardians will be invited by letter in their native/preferred language and additional contact as necessary.

ESEA Sec. 1118(d)

ESEA Sec.
1118(c)(4)

**POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL
PARENT/GUARDIAN AND FAMILY ENGAGEMENT**

Dormont Elementary will provide technical assistance and support to its Title I program in planning and implementing effective parent/guardian and family engagement activities. The school will:

1. Assist the Title I program in identifying clear and measurable goals for parent/guardian engagement.
2. Actively support staff and promote efforts that increase the level of parent/guardian engagement.
3. Provide parents/guardians and staff information, materials, and training on required and effective parent/guardian and family engagement policies and practices. Provide to Title I program best practices, ideas, materials, new approaches, research, and other program information in order to improve their parental/guardian involvement programs.
4. Research and model effective parent/guardian engagement activities and practices.
5. Provide resource materials for parent/guardian meetings, workshops, and take home learning activities. Parent/Guardian meetings, including parent/guardian conferences, will be held at different times during the day. The school will provide, if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children, and respond to any suggestions as soon as practically possible.
6. Provide parents/guardians of participating children with timely information about the Title I program. Parents/Guardians will be invited to parent-teacher conferences and receive a Title I report card twice a year. Information can also be obtained through the Title I page of our website and from our Parent Resource Center, located in the Title I room at Dormont Elementary.

ESEA Sec.
1118(e)(4)

ESEA Sec.
1111(h)(6)(B)(i)

POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL
PARENT/GUARDIAN AND FAMILY ENGAGEMENT

7. Assist Title I program with training and ideas on reaching hard-to-reach parents/guardians and parental/guardian involvement activities.
8. Collaborate with the PFO, Parent Advisory Council, community agencies, and businesses to provide activities that build capacity for parents/guardians to assist learning and participate in school processes, such as parent/guardian workshops or family unity activities.

Dormont Elementary will build the school's and parents'/guardians' capacity for parent/guardian involvement by offering programs to strengthen the school/family partnership by providing materials and training for school staff and parents/guardians. A school-parent/guardian compact will be jointly developed and reviewed annually. The compact outlines how parents/guardians, the entire school staff, and students will share in the responsibility for improved student achievement. The school will:

1. Educate school staff and parent/guardians in the value of contributions of parents/guardians and how to reach out to, communicate, with, and work with the parents/guardians as equal partners to implement and coordinate parent/guardian programs and to build ties between parents/guardians and the school through faculty meetings and professional development.
2. Provide staff development for teachers, families, administrators, staff and others on how to increase the level of quality of family engagement through PFO meetings and faculty meetings.
3. Provide training through meetings, resources, and conferences to parents/guardians in understanding topics such as the importance of challenging academic standards and how they can help their children meet them, monitoring their children's progress, and literacy skills that help parents/guardians work with their children. Training will include resources on the school district website, activities to do at home, and the parent/guardian resource center.

POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL
PARENT/GUARDIAN AND FAMILY ENGAGEMENT

4. Provide Information and, if needed, assistance to program and parents/guardians in understanding state academic content and performance standards, state and local assessments, requirements for Title I, and how the parents/guardians can assist in their child's education.
5. Provide the school, to the extent feasible and appropriate, with information on how to work with business partners and/or community organization to learn about Title I to encourage school/family/community partnerships.
6. Provide information to the school and parents/guardians on the district website under Parent Resource Center.
7. Ensure Title I parents/guardians with limited English proficiency, literacy difficulties, or other disabilities are given the same opportunities as other parents/guardians but these opportunities may be structured, adapted, or modified so that these parents/guardians may receive the same benefits and services as the other Title I parents/guardians.
8. Coordinate Title I parent/guardian engagement activities with other parental/guardian engagement activities though collaboration with the PFO.
9. Coordinate Title I parent/guardian engagement activities, to the extent feasible and appropriate, with other programs by providing mutual parent/guardian engagement training and information through collaboration with the PFO.
10. Collaborate with community agencies to inform schools and parents/guardians of literacy training and parent/guardian education. Dormont Elementary will conduct with parents/guardians an annual evaluation of the content and effectiveness of the Parent/Guardian and Family Engagement Policy to assess how much parental/guardian engagement has increased and the barriers to parent/guardian participation that needs to be addressed. The findings will be used to design strategies for school improvement and to revise parental/guardian

POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL
PARENT/GUARDIAN AND FAMILY ENGAGEMENT

engagement policies.

11. Conduct an annual survey and follow-up meeting in the spring for Title I parents/guardians to evaluate the content and effectiveness of the Title I parent/guardian engagement plans, procedures, and policies and use the evaluation to identify successful parental/guardian engagement strategies, barriers to parent/guardian participation, and make recommendations for improving parental/guardian engagement. Barriers to participation of parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, are limited in literacy skills, or are part of an ethnic minority background, will be identified to ensure greater parent/guardian participation in school activities. If necessary, after review of the findings of the evaluation, procedures will be revised.

Dormont Elementary will budget at least one (1) percent of its allocation for parent/guardian engagement materials and activities. At least ninety-five (95) percent of the one (1) percent of the allocation for parent/guardian engagement at the District level will be used for school-based parent/guardian engagement activities.

Parents/Guardians will have input into the funding for parent/guardian engagement through the District and school planning process. Title I funds may be used to pay for reasonable and necessary expenses associated with parent/guardian engagement activities, including transportation, childcare, or home visit expenses to enable parents/guardians to participate in school-related meetings and training sessions.

References:

State Board of Education Regulations – 22 PA Code Sec. 403.1

Elementary and Secondary Education Act – ESEA Sec. 1111, 1118

Board Policy – 102

ESEA Sec.
1118(a)(3)(C)