

UNION AREA SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT POLICY

PART I. GENERAL EXPECTATIONS

The Union Area School District agrees to implement the following

The school district will put into operation programs, activities and procedures for the engagement of parents and families in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA) and section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures within the district's Title I program will be planned and operated with meaningful consultation with families of participating children. (ESSA Section 1116 (a)(2)(A))

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-family compact consistent with section 1118(d) of the ESEA.

The school district will incorporate this district wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents and families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents and families understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the families of participating children, the school district will submit any comments with the plan when the school district submits the plan to the State Department of Education.

The school district will involve the parents and families of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for family engagement is spent, and will ensure that not less than 95 percent goes directly to the schools.

The school district will be governed by the following statutory definition of family engagement, and expects that the Title I schools will carry out programs, activities and procedures in accordance with this definition:

Family engagement means the participation of parents and families in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) *that parents and families play an integral role in assisting their child's learning;*
- (B) *that parents and families are encouraged to be actively involved in their child's education;*
- (C) *that parents and families are full partners in the child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA and section 1116 of the Every Student Succeeds Act.*

The school district will inform families and family-based organizations of the purposes and existence of the Parent and Resource Center in the state.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Union Area School District will take the following actions to involve PARENTS AND families in the joint development of its district wide family engagement plan under section 1116(a)(2)(A) of the ESSA:
 - Conduct meetings between administration, teachers, staff, families, and students*
 - Extend opportunities to attend other conferences with the Intermediate Unit IV and SPAC (Pennsylvania State Parent Advisory Council)*
 - Plan Title I Reading oriented in-service sessions for staff members*

2. The Union Area School District will take the following actions to involve families in the process of school review and improvement under section 1116(a)(2)(A) of the ESSA:
 - Invitation to Open House/Meet & Greet Night*
 - Invitation by Superintendent*
 - Informational reports throughout the school year*
 - Family Conferences*
 - Distribute school calendar*
 - PTO meetings and workshops*
 - Committee of the Whole meetings*
 - IUIV Title I Parent Engagement Presentations*
 - Provide information about programs provided under Title I through handouts, letters, and brochures.*

3. The Union Area School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance as required in the ESSA (Section 1116 (a)(2)(B)):
 - Maintain district website*
 - Accelerated Reader program*
 - Study Island program*

- Summer school program for students who are not successful in the regular classroom*
- School-Wide Testing*
- Child Study Team*
- Tutoring program associated with School-Wide Testing*
- School-wide programs and opportunities focusing upon and involving literacy, technology, and STEAM activities*
- After-school activities involving Family Engagement events*

4. The Union Area School District will coordinate and integrate family engagement strategies in Part A with family engagement strategies under the following other Federal, State and local laws and programs (ESSA, Section 1116 (a)(2)(C):

- Scottie Pups Literacy Program (0-3 years old)*
- Scottie 3's Preschool program(3-year-olds)*
- Half-day Pre-Kindergarten program (4-year-olds)*
- Full day Kindergarten program*
- Reading/Math intervention program*
- Read Across America program*
- Head Start program*

5. The Union Area School district will take the following actions to conduct, with the involvement of parents and families, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by families in family engagement activities (with particular attention to families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its family engagement policy and activities to design strategies for more effective family engagement, and to revise, if necessary (and with the involvement of families) the parent and family engagement policies and all strategies to support successful school and family interactions (ESSA, Section 1116 (a)(2)(D)(i-iii)).

- Administer State-Driven Standards Testing–Tests conducted by the following: Guidance Counselors, School Psychologists, Classroom Teachers. Families are notified of their child's scores.*
- Administer Curriculum-Based Testing–Testing conducted by the following: Title I teachers, classroom teachers. Families of qualifying Title I students are notified.*
- Administer School-Wide Testing–Testing conducted by the following: classroom teachers, Title I teachers, and staff. Families are notified of the results.*

6. The Union Area School District will build the schools' and family's capacity for strong family engagement, in order to ensure effective involvement of families and to support a partnership among the school involved, the families, and the community to improve student academic achievement, through the following activities specifically described below (ESSA, Section 1116(a)(2)(E)):

- A. The school district will, with the assistance of its Title I Part A schools, provide assistance to families of children served by the school district or school, as appropriate, in understanding topics such as the following:
- the State’s academic content standards,*
 - the State’s student academic achievement standards,*
 - the State and local academic assessment including alternate assessments,*
 - the requirements of Part A,*
 - how to monitor their child’s progress*
 - how to work with educators by providing experiences and opportunities including:*
 - SPAC conferences (Pennsylvania State Parent Advisory Council)
 - IUIV meetings, workshops, or conferences
 - District-based workshops
 - District-provided technological equipment, software, textbooks and supplies
- B. The school district will, with the assistance of its schools, provide materials and training to help families work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster family engagement, by:
- SPAC conferences (Pennsylvania State Parent Advisory Council)*
 - IUIV workshops*
 - IUIV Title I Parent Resource Center Order Forms*
 - Links from the school website*
- C. The school district will, with the assistance of its school and families, educate its teachers, pupil services personnel, principals and other staff; in how to reach out to, communicate with, and work with families as equal partners in the value and utility of contributions of families and in how to implement and coordinate family-based programs and build ties between families and schools, by:
- Title I School Compacts*
 - Handouts/Brochures*
 - Personal Contacts: meetings, phone calls, letters*
 - Links from the school website*
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program, and public preschool and other programs, and conduct other activities, such as family resource centers, that encourage and support families in more fully participating in the education of their children, by:
- Scottie Pups Literacy Program (0-3 years old)*
 - Preschool program (4 year olds)*
 - Head Start program*
 - STAR Program (Students Taking Academic Responsibilities)*
 - Family Reading Week*
 - Read Across America*
- E. The school district will take the following actions to ensure that information related to the

school and family—programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the family can understand:

- Letters and information sent home*
- Phone calls home*
- Provide invitations, personal meetings, conferences, and programs*
- School website*
- Digital communication tools (example: Parent Square)*

PART III. DISCRETIONARY DISTRICT WIDE FAMILY ENGAGEMENT POLICY COMPONENTS

NOTE: The district-wide Parental and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its families, chooses to undertake to build the family’s capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA and ESSA, Section 1116(a)(2)(F):

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;*
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;*
- paying reasonable and necessary expenses associated with family engagement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;*
- training families to enhance the involvement of other families;*
- in order to maximize family engagement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;*
- adopting and implementing model approaches to improving family engagement*
- establishing a district-wide advisory board to provide advice on all matters related to family engagement in Title I, Part A programs by revising and reviewing the policy*
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities;*
- providing other reasonable support for family engagement activities as parents may request.*