

Weigelstown Title I Parent and Family Engagement Plan

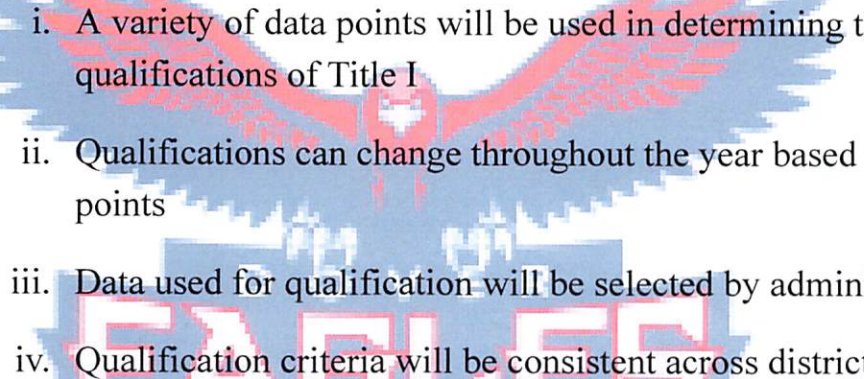
Weigelstown Elementary professionals recognize that parent/guardian involvement contributes to the academic standards of students participating in the Title I programs. The administration and faculty of Weigelstown Elementary view the education of students as a cooperative effort. Among the school, parents and Weigelstown Elementary, professionals will:

1. Involve families in the joint development of the district's overall Title I plan and the process of school review and improvement.
 - a. An annual meeting of families of participating Title I students shall be held to explain the goals and purposes of the Title I program. Families shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Families shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.
2. Inform families of programs and opportunities to participate
 - a. Quarterly newsletters
 - b. End of year survey
3. Maintain communication with families
 - a. Qualification letter
 - b. Orientation - fall and spring family nights
 - c. Academic Progress
 - i. Share student progress quarterly with report cards
 - ii. Weekly communication/ updates to families
 - d. In addition to the required annual meeting, additional family meetings, including family conferences, shall be held at various times of the day and evening. At these meetings, families shall be provided:
 - i. Information about programs provided under Title I.
 - ii. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student

The background of the page features a large, semi-transparent watermark of an eagle with its wings spread, perched on a banner that reads "EAGLES". The eagle is rendered in shades of blue and red. The banner is white with red lettering. The watermark is centered horizontally and spans most of the page's width.

progress, and the proficiency levels students are expected to meet.

- iii. Assistance in understanding the student's academic progress and achievement and progress monitoring
 - iv. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - v. Opportunities to submit family comments about the program to the district level.
- e. Communicate with families on how to access Title I website for further information and resources
4. Provide instructional strategies for families to use at home (distributed in the fall and spring)
 5. Identify barriers to participation by families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
 - a. The Title I Coordinator shall ensure that information and reports provided to families are in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.
 - b. If sufficient, Title I funding may be used to facilitate family attendance at meetings through payment of transportation and child care costs.
 6. Encourage families to participate in school wide activities to establish a strong relationship between the school and family
 7. Title I Coordinator shall ensure that the district's Title I family involvement plan and programs comply with the requirements of federal law.
 8. The building principal and/or Title I staff shall provide to families of students participating in Title I programs the following:
 - a. Explanation of the reasons supporting a child's selection for the program:

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- A large, stylized eagle logo with red and blue wings and a red body, positioned behind the list items. The word "EAGLES" is written in large, blue, outlined letters across the eagle's chest.
- i. A variety of data points will be used in determining the qualifications of Title I
 - ii. Qualifications can change throughout the year based on data points
 - iii. Data used for qualification will be selected by administration
 - iv. Qualification criteria will be consistent across district

School-Parent Compact

Each school in the district receiving Title I funds shall jointly develop with families of students served in the program a School-Parent Compact. The Compact should outline the manner in which families, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards.
2. Indicate the ways in which families will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching/screen time; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
3. Address the importance of family-teacher communication on an ongoing basis through, at a minimum, family teacher conferences, frequent reports to families, and reasonable access to staff.