

UNIONTOWN AREA SCHOOL DISTRICT  
DISTRICT-WIDE PARENT INVOLVEMENT MEETING  
FEBRUARY 18, 2019 @ 10:00 A.M.

AGENDA:

1. Review Federal Program/Title I, II, IV
2. Review District-wide Parent & Family Engagement Policy
3. Review Future Ready Pa Index
4. Parent survey/Needs Assessment
5. Parent resource materials

# UNIONTOWN AREA SCHOOL DISTRICT

## DISTRICT WIDE PARENT & FAMILY ENGAGEMENT POLICY

### PART I. GENERAL EXPECTATIONS

The Uniontown Area School District agrees to implement the following statutory requirements:

- ⊗ The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ⊗ Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- ⊗ The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- ⊗ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents 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 understand.
- ⊗ If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- ⊗ The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- ⊗ The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring---

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their 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.

⊙ The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State. (SPAC)

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

**1. The Uniontown Area School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:**

Convene an annual meeting with representatives of all schools, parents and faculty.

**2. The Uniontown Area School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**

Counselors will review the activities from the previous year to determine which activities were most effective. These will be shared at the annual meeting. Programs that involve students create a better parent turn out. Some of the past programs have been: Family Night, Meet the Teacher Night, Explore and Educate, Patron's Day, Study Skills Night, Community Connections, etc.

**3. The Uniontown 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 parental involvement activities to improve student academic achievement and school performance:**

Student Agendas are used in all the schools to insure parents are aware of activities. Monthly PAC meetings are held at each school to discuss activities for the upcoming year.

**4. The Uniontown Area School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:**

Head Start, Explore and Educate, Jump Start, Chestnut Ridge, Go Math, and Family Reading Night.

**5. The Uniontown Area School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.**

Each building has their own parent & family engagement policy and a parent evaluation is given out at their individual PAC meetings to determine the needs of each building. Each building counselor reports annually to the Federal Coordinator the results of the evaluations to determine how best to proceed for the next year. Sign in sheets are also used to determine which programs were the most effective.

A district wide parent meeting is held annually and an evaluation is also given out at this time to parents to determine the overall needs.

**1. The Uniontown Area School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:**

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph--**
- ⊙ **the State's academic content standards,**
  - ⊙ **the State's student academic achievement standards,**
  - ⊙ **the State and local academic assessments including alternate assessments,**
  - ⊙ **the requirements of Part A,**
  - ⊙ **how to monitor their child's progress, and**
  - ⊙ **how to work with educators**

A parent workshop is held every spring with varying topics, and it includes a book fair for parents to purchase books but also receive free items. Parent teacher conferences are held, Meet the Teacher Nights, monthly PAC meetings, Explore and Educate, the district website, and district letters. All these are used to keep the parents informed and involved.

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:**

Training for parents is available through the use of Edline, Study Island, GoMath Academy, Think Central, and Big Ideas. Students and parents have access to these resources at home through the use of a login and password. Coaches are available to assist the parents with the use of these resources.

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:**

Teachers are provided professional development opportunities on how to communicate with parents. Parent teacher conferences, phone calls, letters, flyers, and the district website are all forms of communication used to keep parents informed and involved.

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement 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 parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:**

Screenings are given to incoming students and we work closely with Head Start and Jump Start Kindergarten.

- E. The school district will take the following actions to ensure that information related to school and parent-programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:**

ESL coordinator will be notified of parents who may require additional help.

### **PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' 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:

- ⊙ involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- ⊙ providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- ⊙ training parents to enhance the involvement of other parents;
- ⊙ in order to maximize parental involvement 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 parents who are unable to attend those conferences at school;
- ⊙ adopting and implementing model approaches to improving parental involvement;

- ® establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- ® developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- ® providing other reasonable support for parental involvement activities under section 1118 as parents may request.

**PART IV. ADOPTION**

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents and children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_.

This policy was adopted by the Uniontown Area School District on \_\_\_\_\_, and will be in effect for the period of \_\_\_\_\_. The District will post this policy on the district website.

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

## FEDERAL PROGRAMS

### Title I

**Program Description:** 100% Federally funded supplemental education program that provides financial assistance to local educational agencies to improve educational opportunities for educationally deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts, and mathematics. In buildings with 40% or more poverty, LEAs may use the funds to upgrade the entire curriculum of the school and are Schoolwide Programs. In buildings with less than 40% poverty, programs are designed to help specific children and are targeted assisted programs. LEAs and schools are subject to consequences of school choice and supplemental education services if they do not meet adequate yearly progress as determined by the SEA.

### Title II

**Program Description:** 100% Federally funded supplemental educational program that provides financial assistance to improve the skills of teachers and the quality of instruction in core academic subjects in public and private elementary and secondary schools.

### Title IV

**Program Description:** 100% Federally funded program that provides all students access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

### School-Wide Model

All elementary and secondary schools in the Uniontown Area School District (K-8) are schoolwide programs. Schools operating a schoolwide program can use their Title I funds to benefit all children in the school. Schoolwide schools do not have to document separately the use of federal funds or certain State funds as long as their activities upgrade the school's overall education program and meet the intent and purposes of each of the federal and State programs included. Under Section 1114(b) (1) of Title I and Section 200.8(d) of the final regulations, each schoolwide program must include a number of specific components:

- Implement schoolwide reform strategies that are based on research, have been proven effective on improving student achievement, and address the needs of all children in the school in an integrated way.
- Use effective instructional strategies that – Increase the amount and quality of learning time, such as, extended school year, before and after school, and summer school programs.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations, including minority students, limited English proficient students, and females.
- Use highly qualified professional staff and provide professional development for teachers and other staff.
- Implement strategies to increase parental involvement.

Under a schoolwide program, a school is not required to identify particular children as eligible to receive Title I services, demonstrate that the services provided with Title I funds are supplemental to services that would otherwise be provided, or document that Title I funds are used to benefit only the intended beneficiaries. Each school in the Uniontown Area School District has developed a schoolwide plan.

**The Future Ready PA Index** uses four different approaches in scoring and depicting student progress and performance. The four approaches are as follows:

**1. 2030 Goal and Targets (Achievement, English Learner Progress, and Graduation Rate)**

ESSA requires states to set long-term goals for certain indicators. Pennsylvania has aligned federal accountability goals to 2030, resulting in 13 interim targets for the intervening years. The following process is used to establish the 2030 goals and set yearly interim targets:

**Step 1: Set the Statewide 2030 Goal** – Pennsylvania’s goal for each designated indicator is to reduce, by half, the statewide percentage of students not meeting the target (proficiency, language attainment, or graduation) by the end of the 2029-30 school year.

**Step 2: Establish Statewide Interim Targets** – Statewide interim targets reflect the annual progress required to meet the Statewide 2030 Goal.

**Step 3: Assign Individual School Targets** – Using the same methodology for Statewide goals, every public school will be assigned individual annual improvement targets based on: 1) the State’s 2030 All-Student Goal; 2) school-level baseline data, both all-student and by student group; and 3) the 13 years between baseline and 2030.

For indicators using the 2030 goal and targets approach, school performance will be depicted using one of three color-coded ranges:

- **BLUE** = Meets or Exceeds All-Student Statewide 2030 Goal
- **GREEN** = Meets Statewide Interim or School Target
- **RED** = Does not meet either the Statewide Interim or the School Target

**2. Academic Growth Standard (Academic Growth)**

The PVAAS Academic Growth Score presents the school’s impact on the year-to-year change in academic performance of groups of students in state-assessed content areas:

- English Language Arts: PSSA English Language Arts and Keystone Literature
- Math: PSSA Math and Keystone Algebra I
- Science: PSSA Science and Keystone Biology

PVAAS Academic Growth Scores will be depicted as follows:

- **BLUE** = Exceeds the standard demonstrating growth
- **GREEN** = Meets the standard demonstrating growth
- **RED** = Does not meet the standard demonstrating growth

**3. Performance Standards (Regular Attendance and Career Standards Benchmark. Beginning n 2018-19, Industry Based Learning and Rigorous**



## **Courses of Study)**

Performance standards are norm-referenced presentations of school performance. Using one year of data as a baseline, cut scores were set at the 75th and 25th percentiles. Performance at or above the 25th percentile cut score satisfies the minimal performance standard.

For indicators using the performance standard approach, school performance will be depicted as follows:

- **BLUE** = Exceeds the Performance Standard
- **GREEN** = Meets the Performance Standard
- **RED** = Does not meet the Performance Standard

#### **4. Informational (Percent Advanced on State Assessments, Industry Based Learning, Advanced on Industry Competency Assessment, Rigorous Courses of Study, Postsecondary Transitions to School, Military or Work, and Early Indicators of Success)**

Informational indicators will be reported as a percentage of students who attain the target (e.g., course enrollment, advanced level of achievement), divided by the total number of students in the cohort or group. State averages will also be presented for Advanced on State Assessments, Advanced on Industry Competency Assessment, and Postsecondary Transitions to School, Military, or Work.

## FEDERAL PARENT SURVEY

1. The school provides information to parents/guardians in a variety of ways (i.e. newsletter, email, home visits, phone calls)?  
 **Poor**       **Fair**       **Good**       **Excellent**
  
2. The school disseminates information to parents/guardians on topics such as school policies, discipline procedures, assessment tools, and school grades?  
 **Poor**       **Fair**       **Good**       **Excellent**
  
3. The school communicates to parents/guardians the importance of positive relationships between parents and their children?  
 **Poor**       **Fair**       **Good**       **Excellent**
  
4. The school links parents/guardians to family support services and resources in the community?  
 **Poor**       **Fair**       **Good**       **Excellent**
  
5. The school has after school events for parents/guardians (i.e. meet the teacher night)?  
 **Poor**       **Fair**       **Good**       **Excellent**
  
6. The school provides a central location where parents/guardians have easy access to information and resources on parenting?  
 **Poor**       **Fair**       **Good**       **Excellent**
  
7. The school provides clear information regarding the expectations for students in each subject at each grade level?  
 **Poor**       **Fair**       **Good**       **Excellent**
  
8. The school provides clear information regarding student placement, student services, and optional programs?  
 **Poor**       **Fair**       **Good**       **Excellent**

9. The school assists parents/guardians in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments?  
 **Poor**       **Fair**       **Good**       **Excellent**
10. The school explains and discusses with parents/guardians student results from assessments and shares ways to improve student scores?  
 **Poor**       **Fair**       **Good**       **Excellent**
11. The school surveys parents/guardians regarding their interests, talents, and availability to volunteer?  
 **Poor**       **Fair**       **Good**       **Excellent**
12. The school maintains a system for contacting parents/guardians to volunteer throughout the school year?  
 **Poor**       **Fair**       **Good**       **Excellent**
13. The school encourages the information or activities of PTAs or other parent groups that respond to issues of interest to parents?  
 **Poor**       **Fair**       **Good**       **Excellent**
14. The school includes and gives equal representation to parents/guardians on decision-making and advisory committees?  
 **Poor**       **Fair**       **Good**       **Excellent**
15. The school distributes to staff and parents/guardians information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community?  
 **Poor**       **Fair**       **Good**       **Excellent**
16. The school develops partnerships with local businesses, community organizations, and service groups to advance student learning and assist schools and families?  
 **Poor**       **Fair**       **Good**       **Excellent**

17. The school collaborates with community agencies to provide family support services and adult learning opportunities enabling parents/guardians to more fully participate in activities that support education?

- Poor**       **Fair**       **Good**       **Excellent**

18. Any suggestions on training that you feel would benefit the teachers and administrators?

- |  |   |
|--|---|
| <input type="radio"/> Communication with Parents   | <input type="radio"/> Communication with Students |
| <input type="radio"/> Student Motivation           | <input type="radio"/> Classroom Management        |
| <input type="radio"/> Parent/Community Involvement | <input type="radio"/> Professional Ethics         |
| <input type="radio"/> Time Management              | <input type="radio"/> Social Media Risks          |

Any other suggestions that you feel would be helpful?

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19. How would you like to see your Federal Title dollars utilized?

- |   |  |
|---|--|
| <input type="radio"/> Student Academics | <input type="radio"/> Student Enrichment     |
| <input type="radio"/> Teacher Training  | <input type="radio"/> Parent Training        |
| <input type="radio"/> Tutor Assistance  | <input type="radio"/> Small Group Assistance |

Any other suggestions that you feel would be helpful?

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20. Any other comments that you feel would be beneficial for the district to know?

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