



NEW CASTLE AREA SCHOOL DISTRICT
Harry W. Lockley Early Learning Center
900 East Main Street
New Castle, Pennsylvania 16101
(724) 656-4735
www.ncasd.com

Joseph Anderson
Principal

Richard A. Rossi
Superintendent of Schools

HARRY W. LOCKLEY EARLY LEARNING CENTER 2022-2023 Parent & Family Engagement Policy (Title I-IV)

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-IV children in a format and in a language the parents can understand.

Harry W. Lockley Early Learning Center's annual Parent and Family Engagement Policy is:
developed jointly with and agreed upon by parents and family members of Title I-IV children;
written in an understandable format and provided in a language parents can understand;
distributed to all parents and family members of Title I-IV children;
made available to the local community on the Harry W. Lockley Early Learning Center's webpage; and
updated annually to meet the changing needs of parents, family members and the school.

Harry W. Lockley Early Learning Center will implement programs, activities, and procedures for the involvement of parents in the Title I-IV programs. These programs, activities, and procedures will be planned, operated and reviewed on an annual basis with meaningful consultation with parents for improvement of the school's Title I-IV programs including the Parent and Family Engagement Program and Policy (*ESSA, Section 1116(b)(1) and (3)*). Concerns/complaints will be directed to the district's Federal Programs staff as per the Parent Complaint Procedure for Title I-IV.

Harry W. Lockley Early Learning Center will ensure the following policy components are implemented:

- ✓ **MEETINGS/EVENTS:** Engage parents and families through parent events, workshops, and meetings. Invite all parents and family members to an annual Title I-IV meeting, at a convenient time to inform parents of their school's participation as a Title I-IV school, explain Title I-IV requirements, and parents' rights to be involved. (*ESSA, Section 1116(c)(1)*). Offer a flexible number of meetings/events, in the morning and/or the evening at different times during the day to accommodate parents' schedules. (*ESSA, Section 1116(c)(2)*). Provide, if requested by families, opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their child (*ESSA, Section 1116(c)(4)(C)*).
- ✓ **MEANINGFUL 2-WAY COMMUNICATION:** Provide parents with timely information about Title I-IV programs. Important information will be sent out at the beginning of each school year included with parent information packets, posted to building's webpage, and reviewed and discussed throughout the year at school events (ex. Orientations, Open Houses, Conferences as scheduled) Information will also be shared through newsletters, progress reports, report card comments, parent info packets sent home, and GOOGLE classroom, etc.. (*ESSA, Section 1116(c)(4)(A)*).



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- ✓ **SCHOOL WIDE IMPROVEMENT/PLANNING:** Involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA (*ESSA, Section 1116(5)*). The school will ensure a parent and community member is selected to be on the School Improvement Steering Committee.
- ✓ **HOME SCHOOL COMPACT:** Annually implement a home school compact that is 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—
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in classroom after completing district's volunteer requirements;
 - ensure regular two-way, meaningful communication 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)*).
 - Distribute to parents within 30 days of the beginning of the school year and posted to the building's webpage.
- ✓ Provide assistance to parents in understanding the following topics by communicating with parents at the annual Title I meeting, sharing information on building's webpage, sending newsletters, GOOGLE classroom, parent info packets/letters, parent events/meetings, including parent-teacher conferences as scheduled and parent workshops if requested:
 - PA Academic Standards
 - PSSA (Pennsylvania System of School Assessment)
 - District and local academic assessments
 - Title I-IV requirements
 - District curriculums
 - How to monitor a child's progress and work with teachers to improve the achievement of their children (*ESSA, Section 1116(6)(e)(1)*).
 - Study Skills/Homework Help strategies
 - District technology tools, info on harms of copyright piracy, and
 - Literacy/educational resources

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- ✓ **STAFF PROFESSIONAL DEVELOPMENT:** During staff meetings and professional development trainings, educate teachers and other staff in how to reach out to, communicate with, and work with parents and family members as valuable equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school (*ESSA, Section 1116(6)(e)(3)*).
- ✓ **COMMUNITY ENGAGEMENT:** To the extent feasible and appropriate, coordinate, and integrate parent and family engagement opportunities with other Federal, State, and local 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 Harry W. Lockley Early Learning Center ensures it will coordinate with local preschool programs and HeadStart for a successful transition of students and their families.
- ✓ **SPECIAL SUPPORTS:** 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)*). To the extent possible, 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)*). Title I funds may be used to pay reasonable and necessary expenses associated with parent engagement programs, to enable parents to participate in school-related meetings and trainings.
- ✓ **ANNUAL ASSESSMENT:** Conduct an annual assessment of the content and effectiveness of the parent engagement policy and program via a parent survey. The school will identify barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use findings of the annual assessment about its parent engagement policy/programs to design strategies for more effective parental engagement and to update the parent and family engagement policy if needed.
- ✓ **WEBSITE:** Post all pertinent information about Title I-IV programs on the district website at www.ncasd.com. This information, to the extent practicable, will be posted in translated languages to meet the needs of all district families and community stakeholders.