

District Parent and Family Engagement Plan

***Please note: Your 20-21 plan has been populated below. Please make revisions or delete and paste your updated plan for 21-22.**

[Click to view Required Components Checklist](#)

District Name:	Pottsville School District
Coordinator Name:	Tara Thompson
Plan Review/Revision Date:	5/25/2021
District Level Reviewer, Title	Tara Thompson, Federal Programs Coordinator

Committee Members, Role:

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Tara	Thompson	Federal Programs/District Family and Community Coordinator
Jonathan	Bradley	High School Principal
Leslie	Hesselbein	High School Teacher/Family and Community Coordinator
Shane	Thurman	Jr. High Principal
Shanna	Bly	Jr. High Asst. Principal
Emily	Roach	Jr. High Counselor/Family and Community Coordinator

Committee Members, Role:

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Houston	Townsend	MG Principal
Greg	Coffman	MG Assistant Principal
Lisa	Corbin	MG Teacher/Family and Community Coordinator
Shannon	Davis	Elem Principal
Melissa	Cox	Curriculum Coordinator
Lane	Smith	Elem Teacher/Family and Community Coordinator

Committee Members, Role:

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
-------------------	------------------	-----------------

Larry	Dugger	Superintendent
Kelly	Duvall	Parent
Anna	Grant	Parent
Laura	Francis	Parent
Jim	Huffman	Community
Jay	Ham	Community

1: Jointly Developed Expectations and Objectives

(Describe/List the District expectations and objectives for parent and family engagement. Describe/List how parents will be involved in the development of the district parent and family engagement policy. Describe/List how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans. Describe/List how the District will submit to the State comments from parents who deem the LEA Plan unsatisfactory.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

1.1 The Pottsville School District has developed jointly with parents/families/community a FACE plan, a schoolwide program plan and a school improvement plan.

1.2: Based upon March 2021 Title I parent/family survey results, PSD is currently devising actions and activities to better communicate with our ELL families (and families in general). Results indicate that parents and families would like teachers to communicate quicker to their (parent/family) emails or calls and would like better notification of events (like picture day).

The District organized a meeting in May 2021 with our ESL Coordinator, faculty in school buildings, and parents/families to generate ideas on how to overcome this communication barrier and to implement an action plan. The Pottsville School District (with Tara Thompson as facilitator) is also meeting with parents and families in August 2021 to further discuss parent/family language barriers; to devise action plans to overcome said barriers; and to discuss ideas and suggestions for parent/family activities to provide throughout the school year. Additional parent/family/community meetings are scheduled for October 2021, February 2022, and April 2022 (before May 1) to re-evaluate barriers and to address current concerns and suggestions.

PSD's current focus for the 2021-2022 school year is to increase more family participation in school activities by overcoming language barriers and by communicating better with families overall.

To overcome these obstacles and to promote better communication with our families, here are some actions that we are implementing this year (and/or are continuing to implement):

- updating the school links and other pertinent information on our district webpage in a more timely manner in an effort to inform parents, families and community members of upcoming school activities and events;
- providing professional development for faculty on the importance of effective communication and the value and utility of the contributions of parents/families (August 2021 and during every state required PD rotation);
- supporting K-12 school activities/trainings provided throughout the school year that communicate to parents in practical language ways to be involved in their child's education and information related to school programs;

- working with parents throughout the school year to educate them on understanding content and how to monitor their student's academic growth (materials and supplies will be purchased as needed);
- providing families with opportunities to contribute to the development of the School Improvement Plan, Family and Community Engagement Plan and Schoolwide Plan and to assist with the monitoring and adjustments of the the plans throughout the school year (through parent meetings, surveys, emails, and attending PTO);
- utilizing the following resources to increase parent/family communication and participation in activities/events: parent contact logs, updating teacher webpages, emails, school messenger, eSchool, test and project calendars, newsletters, parent/family centers, LED message signs, Zoom meetings (if applicable), etc.
- sending information to parents/families in other languages as needed.
- communicating information to non-English-speaking parents/families - ideas and strategies to promote student achievement and growth - through the assistance of our ELL Instructor and ELL Paraprofessional.
- having K-12 Special Ed faculty and our District Special Ed Supervisor (Kelli Rainey-Arch Ford) assist our General Ed faculty with ideas and strategies to assist parents/families in promoting student success in all classes.

1.3: Tara Thompson, District Parent/Family/Community Coordinator, is responsible for ensuring that the evaluation findings are included in the building/district revisions of FACE plans, schoolwide plans, and SLIP. Mrs. Thompson ensures the development of an annual parent activity evaluation report is developed and disseminated to parents, staff and the community. Attendance at parent/family engagement activities and parent-teacher conferences is strongly encouraged and attendance documented by each school. Attendance data is collected, tabulated, reviewed, and evaluated by building principals. School level as well as district level results are communicated to parents, staff and the community. FACE Plans and a short parent-friendly summary are posted on the website by **August 1** along with a brief summary placed in the Student Handbook which includes a parent-friendly description of the FACE Plan/s. In the Handbook, there is an acknowledging receipt of the district's community and family engagement plan for parents/families to sign to indicate their knowledge of our plan/s as well.

1.4: All school buildings complete their own analysis/evaluation of the content and the policies included in their school improvement plans, parent/family/community engagement plans and schoolwide plans in order to improve the quality of their Title I, Part A schools. The analysis is a result of the feedback received through surveys, emails, phone calls, Zooms (if applicable), etc..., shared with school employees. During these reviews/analysis of data, parents and families also share input regarding funds set aside for professional development and materials/supplies used for such activities like Literacy/Math Days or Nights, Watchdog, etc. Building and district family coordinators (with the assistance of ELL teachers, SPED/504 faculty, and our dyslexia specialists) encourage and invite families of varying abilities and cultures during these peer reviews and evaluations of plans. The evaluations/reviews help us identify any barriers we need to eliminate in order to increase family participation in parent/family engagement activities (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). *Survey links are located on the district website and under state required information and/or are sent home with students.

1.5: The school district uses the findings to design strategies for more effective parental engagement, and to revise, if necessary, its parental engagement policies and Title I program.

1.6: A survey tool or questionnaire is used to assist in the reviews and/or the evaluation process. This tool is made available to parents, staff, and the community. Principals and family chairs at each school collect surveys and tabulate the results. School results as well as district-wide results are communicated to parents, staff and community along with the opportunity for feedback. Tara Thompson is responsible for making sure the evaluation findings (including recommendations and suggestions) are given to the schools, so faculty can make revisions of parent/family engagement plans and practices as needed.

Should any parent/family deem our schoolwide plan unsatisfactory, we will electronically submit (email, etc...) any comments from parent surveys or emails to the ADE parent/family specialist.

Each Title I Part A school is also monitored to ensure that they have a current FACE Plan, and it is disseminated to parents and the community.

2: Building Staff Capacity through Training and Technical Assistance

(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parent and family engagement practices, inclusive of school parent and family engagement policies/plans, school-parent compacts, and all Title I parent and family engagement requirements. Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

2.1: Professional Development including topics on ways to overcome parent/ family barriers, how to build strong parent/family relationships, and activities on how to engage parents/families, etc..., are scheduled during the state required PD rotation year (2 hours) or as needed. Sign-in sheets provide documentation of attendance.

2.2: PSD monitors and provides technical assistance and/or other support to assist Title I, Part A schools in planning and implementing effective family/community engagement activities. For instance, we are a K-12 1:1 district, so we support our families by providing a technology help desk on our website, providing technology training to families, and by purchasing hotspots for families in need.

2.3: Pottsville School District, with assistance from families and the community build stronger ties by:

- educating our teachers, principals and staff in the value of family and community contributions;
- indicating how to work with parents as equal partners;
- coordinating programs such as Head Start, HIPPPY or other state operated pre-school program;
- supporting and participating in K-12 school activities/trainings (such as literacy/math days) throughout the school year;
- communicating to parents/families in practical language of ways to be involved in their child's education and how to get information related to school programs (i.e. materials located in parent center, eSchool grade reporting, School Messenger, School-in-Sites, AR Home Connect, Facebook, Twitter, teacher web pages, school activity calendars, counselors-provide information to families about higher education and opportunities for all students; and the district and school websites (District: www.pottsvilleschools.org, High School: www.phs.pottsvilleschools.org, Junior High: www.pjhs.pottsvilleschools.org, Middle Grades: www.pmg.pottsvilleschools.org, Elementary: www.pes.pottsvilleschools.org).
- offering flexible meeting times to increase parent/family engagement in student learning.

2.4: Training is provided annually and as needed for volunteers assisting with instructional programs for parents/families.

2.5: FACE Plans and a short parent-friendly summary is posted on the website by August 1 as well as a brief summary placed in the Student Handbook that includes a description of the FACE Plan/s.

2.6: In the Handbook, there is an acknowledging receipt of the [district's] parent and family engagement plan summary for parents/families to sign to indicate their knowledge of our plan/s.

2.7: Pottsville School District ensures that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format. An ELL Instructor and Translator are also available for assistance.

3: Building Parent Capacity

(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents in helping their student's academic success. If applicable, describe how each discretionary item your district and parents chose will be implemented.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

Parent's Right to Know – Under Title I, Part A parents/families have the right to request information regarding the professional qualifications of their student's classroom teacher(s) and/or paraprofessional(s) assisting their student. Parents/families may contact the principal of their student's school or the Superintendent of Schools at 968-8101 should they have any questions. If, at any time, a student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, the student's parent/family is notified by the school of this information.

3.1: In order to promote student success, the district encourages parent/family participation during, but not limited to, the following times:

- Open House (August 2021);
- Title I meetings (August and September 2021/April-2022);
- Report to Patrons (September 2021);
- Task Force meeting (October 2021);
- School Performance Report (April 2022);
- SLIP meetings (each month);
- School Board meetings (each month); and
- Parent/Teacher conferences (October 2021 and February 2022).

Topics to discuss include:

- The State's academic content standards;
- The State's student 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.

3.2: To help parents/families increase their child's academic skills, the following trainings, for example, are held and items purchased as needed:

- literacy and math days/nights (books, flashcards, math manipulatives, magazines);
- technology training on such things as the harms of copyright piracy, internet safety, how to use Google Docs, how to create a Powerpoint, how to use HAC, etc...(newsletters, brochures, pamphlets), and
- volunteer training (Raptor for safety background checks).

3.3: Another way we support family engagement is by offering a variety of meetings and activities at different times and months to better accommodate all families (in addition to the already mentioned meetings/activities). Examples include:

- Grandparents'/Family Breakfast (September 2021);
- 5th Day Camp (May 2022);
- 4th Grade Rodeo Round-up (Sept-Oct 2021);
- Renaissance Day (April-May 2022);
- Awards and Presentations throughout the year;
- Harvest Hoe Down Carnival and dinner (October 2021);
- CAPs (April 2022);
- Career Days (March 2022);
- Watchdogs (September 2021),
- Athletic meetings throughout the year;
- Sports events throughout the year;
- Band and Choir concerts throughout year;
- Talent show (Oct-Nov 2021);
- Art shows (March-May 2022);
- Drama plays (per semester);
- Veteran's Day celebration;
- Honor Roll picnics (May 2022);
- Student of the Month;
- Spanish classes create cultural events throughout the year inviting families to participate in various activities;
- Field trip chaperones; and
- Book Fairs (October 2021 and February 2022);

Families may also contact any of the following faculty and staff for ideas and support:

- District:
 - o Tara Thompson (968-2340)
- Building Principals:
 - o Shannon Davis (Grades K-3 - 968-2133)
 - o Houston Townsend (Grades 4-6 - 890-6631)
 - o Shane Thurman (Grades 7-9 - 968-6574)
 - o Jonathan Bradley (Grades 10-12 - 968-6334)
- Parent Facilitators for each building:
 - o Lane Smith (Pottsville Elementary School - 968-2133)
 - o Lisa Corbin (Pottsville Middle Grades - 890-6631)
 - o Emily Roach (Pottsville Junior High - 968-6574)
 - o Leslie Hesselbein (Pottsville High School - 968-6334)

3.4: Based upon school climate surveys and other perceptual data, the needs of our families and our community are analyzed and documented by the FACE committee and school personnel. If barriers are listed such as several parents or grandparents needing assistance in helping their child in math (for instance), a math day/night is organized and materials and supplies purchased to make the event successful. Volunteer information is also collected from families to determine if there is a skill or practice (such as using Excel) that a parent might be able to teach and be willing to teach to other parents.

4: Reservation and Evaluation

(Describe/List how the district will share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in

providing input into how the funds are used. If the district does not receive a Title I, Part A allocation greater than \$500,000, then the district is not required to include a description of its Reservation of Funds. If a reservation is required, then a minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. Describe/List actions for how the annual evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

4.1: Pottsville School District does not receive an allocation greater than \$500,000.

4.2: Parents and families are involved in the decisions regarding how funds are set aside for parent/family/community engagement activities. This is done through surveys, Zoom meetings (if applicable), and other scheduled meetings reviewing/evaluating our school plans.

4.3: The district committee reviews and ensures funded activities and strategies are consistent with family engagement policies and meets all needs.

4.4: The annual spring evaluation that includes identifying barriers, needs and strategies for improving academic quality of all schools is in April 2022, (before August 1, 2022). Each school building also participates in its own evaluation prior to this time.

4.5: PSD uses the findings of the evaluation about its parent/family engagement policy to design strategies for more effective parental engagement; revise its parental engagement policies; and to update the Title I Program as needed. A survey tool/questionnaire as previously mentioned is used to assist in the evaluation process. This tool is made available to parents, staff, and the community via the district website, school websites and/or through letters sent home with students. Principals at each school collect these surveys and tabulate the results. School results as well as district-wide results are communicated to parents, staff and community along with the opportunity for feedback.

Based upon current survey results, parents/families would like: teachers to respond quicker to their (parents'/families') emails or phone calls and to provide better communication regarding upcoming events (such as picture day/s). A FACE/SLIP meeting was held in March 2021 and teachers created a plan stating they would check their emails during conference periods and breaks to be more efficient when responding to families. PSD is going to also use more newsletters in parent-friendly languages, signs, postings on main website and faculty webpages, Remind 101, and School Messenger, etc..., to promote upcoming events and activities. By teachers and administrators focusing on and implementing these actions, parents/families are going to receive more input from teachers in a timely fashion to assist their children with assignments and/or behavior concerns. They will also have more knowledge about school events to be able to participate more in school functions in order to increase student achievement.

4.6: The Federal Programs Coordinator and District Family Coordinator, Tara Thompson, reviews and approves building FACE plans each year. The plans, which are incorporated in the district improvement plan, are presented and approved by the School Board as well.

4.7: The district plan is reviewed and updated annually during April (before May 1).

5: Coordination

(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

5.1: Some ways Pottsville School District coordinates with others to help our students with transition processes include:

- Partnering with Head Start, HIPPIY and other state operated pre-school programs; and
- Holding CAPS meetings for our 7-12 students, for families to understand how to complete FASFA applications, learn about scholarship deadlines and ACT testing dates, how to get assistance with mental health services, understand course information, and be able to consult with outside agencies who have the specific expertise regarding colleges, the workforce, or the military.

Other ways we coordinate with the community to provide additional supports and resources to students/families include:

- Our Business Expo at HS (April 2022) includes guest speakers from surrounding businesses and colleges to provide students with knowledge about workforce employment in general, ideas/suggestions about courses to take for specific jobs and degrees, and/or how to join the military service.
- Local churches and businesses provide food donations for our backpack program throughout the year to assist our homeless and poverty students.
- Local businesses donate food for activities such as sporting events, honor roll picnic (HS-May 2022), Harvest Hoe Down carnival/fundraiser (Elem-October 2021).
- Local businesses/ donate food/prizes/gifts for seniors during After Prom and work together to provide safe activities during this time.
- Our FBLA and FCCLA sponsor the Angel Tree for children in our district who are in need.
- Our PTO assists with fundraisers and purchases items that the district may need to support student achievement and health.
- Judges for Contests-Faculty contact parents, grandparents, and the community (might be a college professor, local pastor, etc.).
- Red Ribbon Week-Counselors, Nurses, Resource Officers contact surrounding health officials, local law enforcement and family volunteers to discuss such things as drug abuse, vaping, health/nutrition, etc. Counselors may purchase materials/supplies as needed.
- Our Victory Garden (seasonal) planted by faculty, students, and families provide nutritious food for families in need.

5.2: Every school building in PSD has a parent/family resource center that is equipped with a computer and printer for families who need access to the internet. Each center also contains books and manipulatives that may be checked out by parents/families to support and extend academic achievement at home. Prescriptions for Success packets may also be checked out in the Elementary family center.

(Find complete guidance on the [DESE Parent and Family Engagement Requirements](#) webpage.)

ADE Reviewer Responses by Section

Section 1 - Jointly Developed Expectations and Outcomes

- Changes Required
- Federal Compliance
- State Compliance

Comments:

8/31/2020 FScott

Section meets all required components.

May consider revising projected dates of activities.

Section 2 - Building Staff Capacity through Training and Technical Assistance

- Changes Required
- Federal Compliance
- State Compliance

Comments:

8/31/2020 FScott

Section meets all required components. May consider revising projected dates of activities to reflect COVID 19 influence and impact.

Section 3 - Building Parent Capacity

- Changes Required
- Federal Compliance
- State Compliance

Comments:

8/31/2020 FScott

Section meets all required components. May consider revising projected dates of activities reflect COVID 19 influence and impact..

Section 4 - Reservation and Evaluation

- Changes Required
- Federal Compliance
- State Compliance

Comments:

11/21/2020 - CMoore

Section meets all required components.

8/14/2020 - CMoore

Please describe how your district will:

- Use the findings from the evaluation to design evidence-based strategies for more effective parental involvement

Section 5 - Coordination

- Changes Required
- Federal Compliance
- State Compliance

Comments:

8/14/2020 - CMoore

Section meets all required components.