**Title I, Part A Parent and Family Engagement Policy**

**[School Name and Number]**

**2023-2024**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of **2022-23** Parent and Family Engagement

Describe which parts of your 2022-23 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2023-24 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

Positively impacted family engagement- Our families feel that we included them and hosted events throughout the school year that supported our students, staff and families. One of our biggest events was our Hispanic heritage night.

Barriers and how to address- A barrier that parents felt we need to overcome is having teacher conferences again. Many of our teachers communicate frequently to parents through dojo, email, and the phone but it is not the same as having in person conferences helping meet the needs of our students.

Needs to address for this year- Overall we would like to have additional family engagement nights such as a science trunk or treat night. We would also like to have a conference night so that our families can come to campus and see the progress of their children. Bringing families into our campus will only help meet the goals of our school.

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parent and family engagement program;
* Be written in parent friendly language;
* Inspire stakeholders to be engaged and supportive of the program; and
* Be different from your school mission statement.

**RESPONSE:**

At Blackburn Elementary, we believe that when families, educators, and the community join in their efforts towards students’ success, so much more can be accomplished. Our mission is to provide parents and families with the resources, training, and assistance to empower them, regardless of possible limitations, to be actively involved in their child’s education. We will accomplish this mission through:

* Frequent, clear, and often translated communication via Class Dojo, text messages, emails, phone calls, school website, and Facebook page.
* Training sessions available at various school events covering topics on curriculum standards, state assessments, and homework help.
* Conferences at which families will review the Parent Compact as well as their child’s academic progress compared to grade level expectations and provide educators with information on their family culture.
* Regular attempts to illicit parent feedback, ideas, and concerns including SAC meetings, evaluation surveys, and parent conferences.

# 2023-2024 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

**RESPONSE:**

We believe in involving families, school staff and the community in all aspects of our school. One way in which families can provide input is to become members of our School Advisory Council (SAC). SAC members will have an opportunity to review and provide input on the Parent and Family Engagement Policy, the COMPACT, the Title I Budget, and other school initiatives. SAC meetings will occur at different times of day and scheduled for both in-person and virtually. All families and community members will have an opportunity to provide feedback by completing surveys after each event. Surveys will be provided in multiple languages as well as electronically and on paper. Communication about all opportunities to be involved with school decision making will be provided in multiple ways, including through social media, phone calls, emails, and text messages. For the 23-24 school year, this plan was reviewed by the following:

* Adrienne Vos- Principal
* Bryan Baker- Assistant Principal
* Heather Weiner- School Coordinator
* Jessica Anderson- AICE Coordinator
* Kamille Bratton- Student Support Specialist
* Candice Nyarkoh- School Counselor
* Jennifer Diaz- Teacher
* Alexandria Greo- Teacher
* Edith Chanelo- Teacher
* Jannel Villafranca- Parent

# 2023-2024 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | VPK | We will work together to publicize Voluntary Pre-K opportunities for family members of students. We will distribute Kindergarten Readiness bags along with instructional aids and presentations of how to use them with students. |
| **2** | Project Heart | We will work with Project Heart to provide resources and school supplies for homeless students to remain in school. |
| **3** | ESOL/Migrant | We will work with our ESOL/Migrant personnel to assist with communication, increase communication and accessibility for non-English speaking families. Information coming from the school will be translated so families will be able to access the information. |
| **4** | IDEA | We collaborate with our ESE department and ESE teachers to provide and offer supplemental instructional support for parents during the development of the student’s IEP. |
| **5** | Local Churches | Student needs are met through member donations, volunteers, staff breakfasts, and campus workdays. |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **Count** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agendas, handouts, and presentation materials that address the required components (should be multiple meetings to reach as many families as possible) | Principal or designee | July/August | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Principal or designee | August | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting(s) | Principal or designee | August/ September | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting(s) | Principal or designee | August/ September | Aggregated Evaluation Form/Notes uploaded to the online crate |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
* how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
* how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teachers who is out of field? [ESEA Section 1116]

**RESPONSE:**

Parents and families will receive the Parent Right to Know Letter in August or September 2023. This letter will explain to families that they have a right to request information about their child’s teacher. This letter will be provided in multiple languages and will also be posted on our school website.

Parents and families will receive individualized student report on their child’s performance on states assessments including the FAST, ACCESS for ELLs 2.0, and any other assessments administered during the school year. Scores are also posted on FOCUS for families and students to review. Notification of score reports going home and scores becoming available in Focus will be sent through social media, phone calls, emails, and text messages.

All students will receive a letter listing the teachers that are in assignments that are out-of-field in October and February of each school year. The list of out-of-field teachers will also be posted on the school website. Additionally, students that are temporarily assigned to an out-of-filed teacher for four or more consecutive weeks will receive a letter with a notification sent on Class Dojo.

# Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [ESEA Section 1116].

**RESPONSE:**

To increase accessibility, we schedule parent meetings and family events at various times and on various days of the week. SAC meetings will be scheduled for the same days as school events and virtually through Microsoft Teams. Our teachers will schedule parent meetings before and after school to accommodate working families and can meet face to face or virtually. We will make every attempt to have information available to parents who are unable to attend the events or meetings, either electronically or in paper.

The GET conducts home visits as necessary to discuss student needs and conduct wellness checks to accommodate families in need.

All staff also participate in IEP meetings, 504 meetings, IST meetings and ESOL meetings. These meetings are planned around parent availability and translation services are provided, no matter the home language.

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, 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. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | BEST Standards Review at Open House | Principal or Designee | Higher levels of parent awareness of reading and math standards correlates to higher levels of student achievement | August | Evaluation Survey |
| **2** | Mad Science Night | Principal or Designee | Higher levels of parent awareness of science standards correlate to higher levels of student achievement | October | Evaluation Survey |
| **3** | Literacy Night | Principal or Designee | Families will learn ways to develop student literacy skills at home and therefore increase student reading proficiency. | January | Evaluation Survey |
| **4** | Pie Day | Principal or Designee | Families will learn ways to develop student mathematical skills at home and therefore increase student mathematical proficiency. | March | Evaluation Survey |
| **5** | Conference Night | Principal or Designee | Student achievement will increase when families work in partnership with teachers in understanding students’ academic performance, progress, and grade level expectations. | October/March | Evaluation Survey |

# Staff Development

Describe the professional development activities the school will provide, with the assistance of parents/families, to educate the teachers, specialized instructional support personnel, school leaders, and other staff in the following:

* the value and utility of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners, and
* implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

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| --- | --- | --- | --- | --- | --- |
| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Professional development session on Parent Involvement | Principal or designee | Higher levels of staff understanding of parent involvement correlates to higher student achievement | Ongoing | Class Dojo Usage for Communication  Evaluation forms |
| **2** | Staff training on annual meeting | Principal or designee | Higher levels of staff understanding of parent involvement correlates to higher student achievement | August | Evaluation forms |
| **3** | Staff training on developing the PFEP and school parent compact | Principal or designee | Higher levels of staff understanding of parent involvement correlates to higher student achievement | January | Signed document |
| **4** |  |  |  |  |  |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:**

We will ensure that we have a family-friendly school, always doing our very best to serve our parents. All communication sent through Connect Ed messages are sent in native language based on student Home Language Survey to inform parents about activities and opportunities for involvement. Additionally, we will hold several events throughout the school year, that will offer families an opportunity to understand curriculum standards and how to help their child with those standards at home. Finally, our school website will house all information regarding curriculum and support tips so that it is accessible to families all year long.

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* Timely information about the Title I programs
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
* If the schoolwide program plan under is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency.

**RESPONSE:**

We invite parents to our Annual Title I meeting, where they learn about Parent Involvement, curriculum, all academic assessments, budget, SAC, standardized testing, ESOL, attendance, etc. We send out weekly messages that include information about the services that are available to them through Title I. There are multiple opportunities for parents to provide feedback on school programs, including regular SAC meetings and evaluation surveys.

Parents can request a meeting to discuss their child’s academic progress at any time throughout the school year. Requests can made through email, phone calls, agendas or through the Classroom Dojo app. Requests for a meeting to discuss academic progress begins with the classroom teacher. In addition, parents or guardians are also welcome and encouraged to reach out to the ESE instructor or school counselor as needed to schedule meetings depending on their needs. Families of students with an IEP are contacted annually to participate in the review and renewal of the IEP for that student. Once a request is made, a meeting is scheduled to discuss the parent concerns**.**

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [ESEA Section 1116]:

**RESPONSE:**

We will provide full opportunities for participation to all our parents. We will advertise all school activities in our flyers, Connect Ed, morning news, and social media. If any parent has a specific need (physical, auditory, etc) arrangements are made to fully ensure they are able to participate.

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:**

We believe in family engagement and encourage parents to attend and give their input. We willbe hosting several school and community events throughout the school year and will work to have all families attend.