

Alachua County Public Schools

Title I Parent and Family Engagement Plan

Mission Statement

The School Board of Alachua County recognizes that a child's education is a responsibility shared by the school and family. To support the goal to educate all students effectively, the school and families must work in close collaboration with one another. It is the desire of the Board to strengthen family engagement and family empowerment through a policy that addresses family choices and responsibilities; to link with community services; to provide opportunities for family engagement in the development, implementation, and evaluation of family programs; and to provide opportunities for families to participate on school advisory councils and in school volunteer programs and other activities. Toward this end, the Board supports the development of a relationship between the school and home that fosters:

- a. Communication between the home and school on a regular and on-going basis;
- b. Families playing an integral role in increasing student academic achievement;
- c. A welcoming environment for families at school, and their support and assistance being actively encouraged; including participation in school advisory councils and PTA;
- d. Development of community resources to strengthen school programs, family practices, and student learning;
- e. Development of clear expectations of good student behavior, attendance, and academic performance.

Engagement of Families

The District will involve parents and families in the review, planning, and development of the Title I programs including:

- School Improvement Process
- The District Parent and Family Engagement Plan
- Utilizing Parent and Family Engagement activity funding

Title I families will be invited to participate through notices, personal and written contacts, school marquee announcements, posters, Sky Alert messages, and website postings to: identify goals, discuss funding allocations and decisions regarding District Parent and Family Engagement activities.

School-based Title I Annual Meetings are held at the start of the school year. These meetings are conducted by the school Principal and Title I staff, to inform families of their school's participation in a School-wide or Targeted Assistance Title I program.

School level Parent and Family Engagement meetings are convened in the Spring of each year where focus groups discuss activities and funding, identifying goals and objectives, review input collected through written surveys, and minutes from school level SAC or Parent/Families Input Meetings. The District Parent and Family Engagement Committee uses the activity evaluations and survey information from individual schools for the review and revision of the District Family and Parent Engagement Plan.

As required, a percentage of the district's Title I allocation will be set aside for Parent and Family Engagement. School based Parent and Family Engagement allocations are used for activities designed to meet the specific needs of students and families at each school. These activities are identified and developed through an overall consensus during the review process and in conjunction with School Advisory Councils or Charter School Boards as applicable.

Technical Assistance

The District will provide coordination, technical assistance, and other supports necessary to assist Title I schools in planning and implementing effective parent and family engagement activities which build the capacity of families to improve the academic achievement of their child and overall school performance through the following activities:

- On-going site visits conducted throughout the school year by the Title I staff
- Title I Lead Teacher trainings and through ongoing consultation
- Systematic reviews of Parent and Family Engagement budgets and activities to ensure trainings/workshops have an academic focus
- Providing resources for families to use at home to work with their child to improve academic achievement
- Professional Learning Communities and Staff Development that focus on working with and engaging families, while scaffolding the characteristics of family friendly schools
- Annually evaluating school-level Title I programs including Parent and Family Engagement Plan implementation
- Ongoing communication provided, to the extent practicable, in the various languages of the community
- Offering family activities that relate to various cultures, languages, practices, and customs as a means to help bridge economic and cultural barriers

Coordination and Integration

The District will coordinate and integrate the following Parent & Family Engagement programs and activities with other Federal Programs, to the extent feasible and appropriate, in an effort to teach parents how to help their children at home.

Program	Coordination
Title I, Part A & Early Childhood Education	The Title I Department provides ongoing collaboration and coordination with the Early Childhood Staff and school staff to provide programs for Early Childhood Education families including HIPYPY and VPK. Supplemental resources are provided for instruction throughout the school term and to aide with the transition to Kindergarten each Spring.
Title I, Part A & C (Migrant)	The Title I Department provides ongoing collaboration with the Migrant Education Coordinator to provide support and program information. Staff and migrant families are invited to participate in District and School level Title I Parent and Family Engagement events. The Migrant Education office provides to the Title I office a list of participating families 2 to 3 times annually. English-Spanish materials, including the digital Parents Make a Difference Newsletter, are available in each Title I school's Parent and Family Resource Area. Title I funds may be utilized to purchase materials for students and families to aid in the transition to Kindergarten to be distributed at Kindergarten Round-up.

Title I, Part A & Title IX (McKinney-Vento)	The Title I Department provides ongoing collaboration with the Homeless Coordinator to provide support and program information. Title I funds a portion of the Homeless Coordinator's salary to provide comparable services to eligible students attending non-Title I schools, as well as the salary for 1 Senior Clerical Assistant to aide in the registration of eligible families and identification of relevant services.
Title I, Part A & Title III (ESOL)	The Title I Department provides ongoing collaboration with the ESOL Coordinator to provide support and program information. English-Spanish materials, including the digital Parents Make a Difference Newsletter, are available in each Title I school's Parent and Family Resource Area. Title I funds may be utilized to purchase materials for students and families to aid in the transition to Kindergarten to be distributed at Kindergarten Round-up.
Title I, Part A & D (Neglected and Delinquent)	The Title I Department provides ongoing collaboration with the Title I, Part D Teacher Specialist, Executive Director of Secondary Curriculum, Juvenile Justice Education Manager, and center staff, including assigned school counselors, to coordinate Parent and Family Engagement activities.
Parent Academy	The Title I Department will collaborate with the Parent Academy to enhance services provided to Title I families and the community.

Annual Evaluation

The District will involve parents and families in an annual evaluation of the content and effectiveness of this Parent and Family Engagement Plan in improving the academic quality of the Title I schools by:

- Collaborating with the Parent Academy staff regarding Parent and Family Engagement offerings.
- Meeting annually with the Parent and Family Engagement Committee composed of representatives from Title I schools for input into the development of the District Parent and Family Engagement Plan. Including reviewing survey results, analyzing participation data, and identifying barriers to participation.
- Conducting reviews of school level Parent and Family Engagement evaluation reports and the Title I District Parent and Family Engagement stakeholder feedback.

District Parent/Family Engagement Activities

The District will implement the following activities as a means to build the capacity for strong parent and family engagement and to support a partnership among the school, families, and community to improve student academic achievement.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Provide access to Parent newsletter: Parents Make A Difference-A monthly newsletter and Daily Learning Planner for	Title I Staff Title I Lead Teachers	Improve the ability of families to work effectively with their child and school staff.	August - June	*Usage data from the Title I website. *Results of District and School-based Stakeholder

parents available in English and Spanish.				Surveys.
Conduct Parent and Family Engagement District and School Stakeholder Meeting	Title I Staff Title I Lead Teachers PFEP Committee	By discussing and addressing survey results, identifying barriers, building capacity, defining expectations and goals; the district can facilitate appropriate activities and promote increased family engagement as a means to increase student achievement.	February - May	*Sign-in sheets *Focus group comments *Survey and evaluation results
Provide District Level Family Engagement Workshops at flexible times/dates and with flexible presentation mode	Title I Staff	Improve the ability of families to work effectively with their primary age child, teachers, and school staff.	August - March	*Sign-in sheets *Agendas *Evaluations *Social Media/Video Analytics
Facilitate the distribution of the <i>Title I Beginning of School Packet</i> containing: *District Parent and Family Engagement Summary Brochure *School Parent and Family Engagement Plans *Home-School Compact *Parents' Rights Letter *Complaint Procedures	Title I Director Title I Staff Title I Lead Teachers	Increase communication, provide updates of functions, family notifications, and resources	August - September	*Signed Parents' Rights Letters * Signed Home-School Compacts
Hold school level Title I Annual Meetings at flexible times/dates and with flexible presentation mode.	Principals Title I Staff Title I Lead Teachers	Meeting to explain school's participation in Title I, Part A Programs, Title I, Part A requirements; Review Part A and Parent and Family Engagement budgets and inform families of their rights to be involved in these programs and decision making.	August - September	*Agenda *Minutes *Sign-in sheets *Family input & evaluation results
Utilize Title I funding to provide materials to families of pre-school age children to aid in the preparation for and transition to Kindergarten.	Title I Staff Title I Lead Teachers	Increase communication and improve the ability of families to work effectively with their child; to develop collaborative relationships with teachers. Increase family engagement and student achievement	April	*School survey *Sign in sheets *Family input & evaluation results

Facilitate Home-School Communication Systems / student planners at school-wide Title I schools for students in grades 2-8.	Title I Staff Title I Lead Teachers	Increase communication and improve the ability of parents to work effectively with their child; to develop collaborative relationships with teachers, and increase parent engagement, and student achievement.	August - September	*School survey *Sign in sheets from Annual Meeting *Family input & evaluation results
Maintain and promote the Parent and Family Resource Area at each Title I school as well as on the District Title I website.	Title I Staff Title I Lead Teachers	Increase family engagement and student achievement.	August - June	*Sign in sheets *Materials Check-out Log *Family input & evaluation results * Usage data from the Title I website.
Support a Family Liaison in schools, by request.	Principals Title I Lead Teachers	Increase family engagement, student attendance, and student achievement.	August - May	*Goals for each criterion will be established jointly with the school administrator at the beginning of the year.

Staff Training

The District will provide the following professional development activities to educate the teachers and school staff in how to reach out to, communicate with, and work with parents and families as equal partners. These trainings will focus on how to implement and coordinate family programs, and build relationships between families and the school.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Training of Title I Lead Teachers from schools using home-school communication systems or student planners provided by Title I funds, with the expectation that Lead Teachers will train their faculty, students, and families.	Title I Staff Title I Lead Teachers	Improve effective communication between home and school. Improve family engagement and student engagement.	August - September	*School survey *Sign in sheets from Annual Meeting *Family input & evaluation results
Provide Title I Lead Teachers with opportunities to collaborate and share best practices for Parent and Family Engagement activities and provide a medium	Title I Staff	Improve effective family engagement activities and increase student achievement	August - May	*PFE Engagement Activity Logs *Sign-in sheets *PFEP

for accessing effective activities.				Evaluation Report
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Communication and Accessibility

The District will provide full opportunities for participation in Parent and Family Engagement activities for all families including those with limited English proficiency, disabilities, and migratory children by:

- Providing the District Parent and Family Engagement Plan Summary via links and QR codes directing families to the full-length versions of the plan in English and Spanish as well as making copies available at each school in the Parent and Family Resource Area and the District Title I office
- Posting the detailed District Parent and Family Engagement Plan (Eng. & Sp.) on the District Title I website and linked to each Title I schools' website
- Working to have an audio version of the Parent and Family Engagement Plan posted to the District Title I website for the visually impaired that will also be linked to each Title I school's website
- Contracting with the United Language Group to provide translations for Title I documents, to the extent practicable, for families in their primary language
- Collecting, reviewing, and monitoring student data that reflects changes in population to ensure that information is available to families in their primary, to the extent practicable

Discretionary Activities

This Parent and Family Engagement Plan includes the following discretionary activities that the District, in consultation with the parents, chose to undertake to build parents' and families' capacity for engagement in the school and school system to support their children's academic achievement.

Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline
Paying reasonable and necessary expenses associated with Parent and Family Engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.	Title I Lead Teachers	Increase participation by reducing barriers for families.	August - May
Offering Parent and Family Engagement opportunities at a variety of times as well as providing virtual options to families.	Title I Lead Teachers	Increase participation by reducing barriers for families.	August - May

TITLE I COMPLAINT PROCEDURE

A "Title I Complaint" is an allegation that the administration has violated a federal or state regulation or guideline pertaining to the Title I program. Administrative procedures for handling complaints are designed to resolve the complaint at the lowest level possible.

Procedure: All Title I complaints will be processed as follows:

- Title I Complaints should first be addressed to the local school principal. A parent who has a complaint may have a conference with the principal and appropriate school personnel. The principal is expected to make a good faith effort to resolve any differences. Within fifteen (15) calendar days after becoming aware of the complaint, the principal will notify the Director of Title I of the issues under dispute and the action(s) that the school has taken.
- If the complaint has not been resolved, the parent may meet with the district's Director of Title I or the designated representative to discuss his or her concerns. The Director will explain to the parent any federal regulation or state guidelines that apply.
- Within fifteen (15) calendar days after the conference, the Director will send a written report to the parent that sets forth any agreement or decision reached during the conference. The report will be sent to appropriate persons.
- The parent has the right to appeal to the state education agency (SEA) a decision of the local education agency (LEA) within thirty (30) calendar days from the receipt of the written report.
- All survey comments of "unsatisfactory" from parents of participating children will be submitted with the district's LEA plan to the SEA.

ASSURANCES

In support of strengthening student academic achievement, Alachua County Public Schools receives Title I, Part A funds and, therefore, jointly reviews and develops a written Parent and Family Engagement Policy that is distributed to parents and families of participating children that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the school district's expectations and objectives for meaningful parent and family engagement and describes how those activities will be implemented.

- Schools will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in all of its Title I, Part A programs consistent with Section 1116 of the Every Student Succeeds Act (ESSA). Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]
- Schools will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b): each school served under this part will develop a Home-School Compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [ESSA Section 1116(d)]
- Schools will, to the extent practicable, 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 in an understandable and uniform format, as well as alternative formats upon request, in a language parents understand per the Title I, Part A parent and family engagement requirements. [ESSA Section 1116(e)(f)]
- Schools will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities. [ESSA Section 1116(3)]
- Schools will be governed by the statutory definition of "Parents and Family Engagement" as defined in ESSA Section 8101, and are expected to carry out programs, activities, and procedures in accordance with this definition.
- Schools will use funds reserved under this part to carry out activities and strategies consistent with the Parent and Family Engagement Policy as outlined in ESSA Section 1116(3).



Signature of Superintendent

8/22/23

Date Signed