

# ACPS Title I Parent and Family Engagement Plan

I, Shane Andrews, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

The school 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 Students 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)]

The school 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)]

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school 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 in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]

The school 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)]

The school will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and is expected to carry out programs, activities, and procedures in accordance with this definition. The school 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



Date Signed

## 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 planning review, and improvement of Title I programs including family engagement and in the decisions regarding how funds for family engagement will be used by including parents and families in the development and annual review of:

- School-wide Improvement Process
- The District Parent and Family Engagement Plan
- How the funds reserved for Parent and Family Engagement will be spent

Title I families will be invited to School Improvement, Family Engagement Activities, and Input Meetings 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, conducted by the school Principal and Title I staff, to inform families of their school's participation in the development of the Parent and Family Engagement Plan and their right to be involved. Families are also encouraged to participate in school meetings through the Title I letter contained in the Parents' Rights packet distributed at the beginning of school.

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.

The required 1% of the district's Title I allocation will be set aside for parent and family engagement. Of this 1% amount, 90% will be allocated to schools to be used for school-based parent and family engagement activities, which are 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 SAC or Charter School Boards.

## **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:

- Technical assistance for all aspects of the Title I, Part A program will be conducted during ongoing site visits throughout the school year by the Title I staff.
- Information, materials, and training, not otherwise available to help parents with their child's achievement, will be provided during quarterly Title I Lead Teacher trainings and through ongoing consultation.
- Parent and Family Engagement activity pre-approvals submitted by Title I schools will be reviewed to ensure trainings/workshops have an academic focus and materials that are evidence based.
- Families will be able to use the materials to work with their child to improve academic achievement.

- Opportunities to enhance the awareness of the importance of family out-reach and effective home-school communication will be emphasized with principals, teachers and support personnel as a means of improving home-school partnerships. This can be accomplished through Professional Learning Communities and Staff Development that focus on working with and engaging families, while scaffolding the characteristics of family friendly schools. Technical assistance on evidence-based articles, programs and activities will be provided during site visits and district trainings.
- Information is sent home in a language and form that parents can understand by providing translations with United Language Group to the extent practicable. In addition, family activities that relate to various cultures, languages, practices, and customs will be discussed as a means to help bridge economic and cultural barriers.
- The Title I Lead Teachers from each school will attend quarterly trainings regarding strategies to promote Parent and Family Engagement.
- Title I Specialist will utilize an evaluation tool to review each school's Parent and Family Engagement Plans annually to ensure compliance. Planned activities will provide meaningful opportunities for families to be involved and engaged in their child's education.
- Technical assistance will be provided during school site visits, district trainings and via email and phone conversations.

## **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.

<b>Program</b>	<b>Coordination</b>
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 HIPPY and VPK. Materials are provided 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 provide support and program information. Staff and migrant families are invited to participate in the District Title I meetings. 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 student attending non-Title I schools, as well as the salary for 1 Paraprofessional who works 40 hours per week with students.
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, Curriculum Director and center staff to coordinate parent and family engagement activities.
University of Florida	The Title I Department will partner with UF Division of Student Life to promote school, family, and community engagement in our east side schools. This partnership includes

	monthly meeting with UF contact, participation in district and school level parent workshops and events, and social media content to promote academic success and at home learning.
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:

- Meeting annually with the Parent and Family Engagement Committee composed of representatives from Title I schools for input into the development, implementation, review, evaluation, and revision of the existing District Parent and Family Engagement Plan. Through focus groups, the committee will analyze participation data, and survey results which includes information on barriers to participation.
- School level End-of-Year Parent and Family Engagement evaluation reports and Title I District Parent and Family Engagement stakeholder feedback will be reviewed by Title I District Staff in an effort to evaluate programs, increase participation, address barriers to participation, and adjust programs, projects, and plans to assist all Title I eligible students and families at the school and District Level.
- Coordinating with the Parent Academy staff to assist schools with marketing parent and family engagement activities.

## **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.

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Provide access to Parent newsletter: Parents Make A Difference-A monthly newsletter and Daily Learning Planner for parents available in English and Spanish.	Title I Staff Title I Lead Teachers	Improve the ability of families to work effectively with their child and school staff.	August - June	Results of District and School-based Stakeholder Survey.
Parent and Family Engagement District and School Stakeholder Meeting: Program planning, family activities at schools, discussing barriers, and review & revise District Plan	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
District Level Family Engagement Workshops at flexible times/dates and with flexible presentation mode	District 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

<p>Distribute District-wide Title I Beginning of School Packet which includes:</p> <ul style="list-style-type: none"> <li>*District Parent and Family Engagement Summary Brochure</li> <li>*School Parent and Family Engagement Plans</li> <li>*Title I Home-School Compact</li> <li>*Parents' Rights Letter</li> <li>*Complaint procedures</li> </ul>	<p>Title I Director Title I Staff Title I Lead Teachers</p>	<p>Increase communication, provide updates of functions, family notifications, and resources</p>	<p>August - September</p>	<ul style="list-style-type: none"> <li>*Signed Parents' Rights Letters</li> <li>* Signed Home-School Compacts</li> </ul>
<p>Hold school level Title I Annual Meetings at flexible times/dates and with flexible presentation mode.</p>	<p>Principal Title I Staff Title I Lead Teacher</p>	<p>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.</p>	<p>August - September</p>	<ul style="list-style-type: none"> <li>*Agenda</li> <li>*Minutes</li> <li>*Sign-in sheets</li> <li>*Family input &amp; evaluation results</li> </ul>
<p>Utilize Title I funding to provide materials to families of pre-school age children to aid in the preparation for and transition to Kindergarten. These materials may be distributed as part of the Kindergarten Round-up event hosted at each school as well as in collaboration with Early Childhood Programs.</p>	<p>Title I Staff Title I Lead Teacher</p>	<p>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</p>	<p>April</p>	<ul style="list-style-type: none"> <li>*School survey</li> <li>*Sign in sheets</li> <li>*Family input &amp; evaluation results</li> </ul>
<p>Facilitate Home-School Communication Systems / student planners at school wide Title I schools for students in grades 2-8.</p>	<p>Title I Staff Title I Lead Teacher</p>	<p>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.</p>	<p>August - September</p>	<ul style="list-style-type: none"> <li>*School survey</li> <li>*Sign in sheets from Annual Meeting</li> <li>*Family input &amp; evaluation results from Annual Meeting</li> </ul>
<p>Maintain and promote the Parent and Family Resource Area at each Title I school. Parent and Family Engagement funds may be used to purchase materials for the school-based Parent and Family Resource Area for check-out and to provide training to families on the use of materials to help facilitate learning at home.</p>	<p>Title I Staff Title I Lead Teacher</p>	<p>Increase family engagement and student achievement.</p>	<p>August - June</p>	<ul style="list-style-type: none"> <li>*Sign in sheets</li> <li>*Materials Check-out Log</li> <li>*Family input &amp; evaluation results</li> </ul>
<p>Support a Family Liaison in schools, by request, to support family engagement through home visits, parent skills training, academic, attendance and behavior support, and connections to local service agencies.</p>	<p>Principal Lead Teacher</p>	<p>Increase family engagement, student attendance, and student achievement.</p>	<p>August - May</p>	<ul style="list-style-type: none"> <li>*Goals for each criterion will be established jointly with the school administrator at the beginning of the year.</li> </ul>

## 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.

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
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 these Lead Teachers will train their faculty, students, and parents.	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 from Annual Meeting
Provide Title I Lead Teachers with opportunities to collaborate and share best practices for parent and family engagement activities and provide a medium for accessing effective activities.	Title I Staff	Improve effective family engagement activities and increase student achievement	August - May	*Parent and Family Engagement Activity Logs for 1st and 2nd semester *Sign-in sheets *PFEP Evaluation Report

## Communication and Accessibility

The District will provide full opportunities for participation in parent and family engagement activities for all parents including parents with limited English proficiency, disabilities, and migratory children by:

- Providing the District Parent and Family Engagement Plan Summary as well as links and QR codes directing families to the full-length versions of the plan in English and Spanish as appropriate. Copies are available at each school in the Parent and Family Resource Area as well as the District Title I office. The District Parent and Family Engagement Plan (Eng. & Sp.) will be posted on the District Title I website and linked to each Title I schools' website. The District will work 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 possible, for families in a language and form they can understand. Student data that reflects changes in population will be collected and reviewed at schools on a quarterly basis to ensure that information is available to families in a language and form they can understand, to the extent feasible.

## Discretionary Activities

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

<b>Activity</b>	<b>Description of Implementation Strategy</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>
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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.	Pay requested reasonable childcare and transportation expenses to enable families to attend meetings.	Title I Lead Teacher	Increase participation by reducing barriers to families participating in school events.	August - May
Maximizing parental and family engagement in their children's education by arranging school meetings at a variety of times as well as providing virtual options to families.	Title I Lead Teachers are responsible for collaborating and facilitating flexible time frames and presentation modes for all meetings including the required Title I Annual Meeting and at least one additional meeting each semester.	Title I Lead Teacher	Increase participation by reducing barriers to families participating in school events.	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.

