

## **2022-2023 Title I, Part A Parent and Family Engagement Policy**

Frank Black Middle School ("FBMS") is committed to the education of the students in our community. We feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. It is our mission to produce a community of life-long learners. It is our pledge to maintain a good line of communication from school to homes and our goal to provide ample opportunities for parental involvement throughout each school year.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describe the requirements outlined in Title I law.

### **A. GENERAL POLICY EXPECTATIONS**

1. Convene an annual meeting, at a convenient time, to which all parents and guardians of students are invited and encouraged to attend, to inform parents of their school's participating under this part and to explain the requirements of this part, and the right of the parents to be involved;
- Our school holds an official Title 1 Parent Meeting each school year in the Fall to review with parents Title I School requirements and the school's Parent Involvement Policy. Additional Title I, Part A parent meetings (at least 4) will be held during the year. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitates a review of the school's improvement plan. These updates occur during SDMC and Coffee with the Principal.

Our school will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated yearly to meet the changing needs for parents and the school

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Parents/Guardians are invited to participate in a variety of meetings and activities over the course of the school year. Panther Camp and Open House is held in the Fall and another to provide parents the opportunity to formally visit their child's classroom, to become better informed about grade level expectation and their student's academic progress. Our school's community center has opened and will be advertised frequently throughout the school year to be used as campus resource for various student and community activities. The center will also include a computer for parents to access the Parent-Student-Connect program enabling parents to monitor their child's progress and register for VIPS (Volunteers in Public Schools). In order to meet the needs of our diverse group of parents, training on a multitude of topics will be obtainable year-round. Formal trainings and workshops scheduled throughout the year will also be given at the center. These will be given in English and Spanish to encourage and facilitate participation of all parents.

Parents will be invited to participate in a parent -teacher conference at least twice a year to discuss their child' s progress. Teachers may receive parents in the morning, during the school day and/or afterschool to accommodate as many reciprocating parents as possible.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs concerning school parental involvement;

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Involvement Policy. The school's parent council consistently reviews school policy in an organized, ongoing, and timely way. An organized PTO has been established in our school to create a form for parental input and involvement. Our PTO affiliation connects our school to parental involvement resources at the state and national level. Additionally, we have a Title 1 Parent and Family Engagement Council that meets four times over the course of the year, a "11Cultural Connections" parent group that serves our Spanish-speaking parent s, as well as a parent representative serving on the SDMC (Shared Decision-Making Committee).

4. Provide parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and 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, and respond to any suggestions as soon as practically possible.

Our school communicates with the state' s curricular and assessment expectations, school wide requirements in relations to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our student s. We use a variety of communicative techniques such as our School Handbook, School Newsletters, School Website, e-mail blast, Remind, Facebook, Twitter, Parent Link (phone call system) and Parent -Student Connect (access to a variety of student info.) Additionally communication is facilitated through Parent/Teacher Conferences, 504 Meetings, IAT, IEP Meetings, PTO meetings, PTO website, "11Cultural Connections" Meetings, individual notes/calls/ emails, Parent Notifications, Family Fun nights, Linked to Learning Family Events, Surveys (paper and phone), Parent Resource Room, Parent workshops, Open House, Mid-Term Progress Reports, Report Cards, Benchmark Results, Fluency Scores, School Marquee and School Sign age. All these methods are used to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

## B. IMPLEMENTING/SUPPORTING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part.

1. Shall educate teachers, pupil services personnel, principals and other staff, with assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Faculty and staff members will be cognizant of educational research concerning the impact of parent involvement on a child's. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. Information derived will be utilized by the school's Administrative Team and the Parent and Family Engagement Council to strengthen the tie between school and home for the purpose of increasing student achievement. The FACE representative, along with the school's Parent Involvement Coordinator and Title 1 Coordinator, will take the lead in providing a multitude of opportunities for parents to become involved in our school over the course of the year in order to take full advantage of the benefits that come with active parent involvement.

2. Shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to extent practicable, in a language parents can understand.

Due to the volume of paper that is sent home each year from school to home, written information is purposefully as compact and concise as possible. FBMS has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. A system translator assists our school with oral communication when necessary.

### C. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important language, having an interpreter to translate at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc. In addition, supporting learners through Special Education services, 504 Service Plans and resources accessible to the community for Reading and language support.

#### D. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent -Teacher- Student-Principal Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all at the beginning of each school year. The signed compacts are kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

09/15/2022

Michelle Dean, Principal