

## Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Blossomwood Elementary plans to have different options for the Title I Annual Parent Meetings on separate days as well as during school and/or after school so parents to attend. Parents and stakeholders are notified via website, invitations, and robo calls. The parent coordinator will serve as a point of contact. The Annual Title I Parent Meeting PowerPoint is provided by the school district and is used to present the information about the rights of parents, the 1% parental allocation, and what qualifies a school for Title I funding. Data from previous years is also shared with parents. Parent Compacts and the Parent & Family Engagement Plans are also distributed to attending parents which are reviewed and explained as needed.

2a. Describe how there will be a flexible number and format of parent meetings offered, 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.

The meetings are held on different days with different time options. Due to the regulations on school entry because of COVID-19, some parents prefer to participate via virtual platform. They also have the opportunity to participate via telephone if they lack adequate internet connectivity. Lastly, parents will be allowed to bring children to meeting area will be available at the school. The parent coordinator also connects with parents to ensure adequate and maintained communication.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Blossomwood Elementary offers the opportunity for all parents to join a Parent Advisory Committee such as the PTA on a volunteer basis. This committee meets with the Leadership team throughout the school year to discuss, plan, and evaluate the ACIP and school policies and procedures. Parents also receive the Parent and Family Engagement Plan, Parent Compacts, Title I Budget, Parent Surveys, and the Parents Right to Know Letter. At the Title I meeting, we will talk about the activities that parents can do to help children succeed and how they can become more involved at the school.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Parents are informed of the 1% set aside for parental involvement by the Curriculum Specialist and Parent Coordinator. Suggestions can be offered for what to use the funds for, and then it will be voted on by those present at the meeting. For example, funding can be used to pay for monthly parent workshops and parents, which encourage parents to come to the school to participate in beneficial meetings geared towards improving the school-parent relationship.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

(Sec. 1116(c)(4)(A)(B)(C))

We have a variety of ways that we share information with our parents. We use Blackboard to send messages such as emails, text, and robo calls. We also send invitations and flyers. Parents receive surveys, Parent Compacts, Family and Parent Engagement Plan, and other various resources which help with communication between the school and home. Lastly, our admin team, school counselor, reading coach and parent coordinator are willing to help support our parents as needed.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

First, throughout the school year, the faculty and staff collect, analyze, and discuss data in a manner that helps improve both instruction and student learning. Title I Meetings are held at the beginning of the year, parent conferences are held twice a year, and parents are provided a current copy of the Parent Compact. At the end of the year, parents are asked for changes or suggestions to the compact, and a new compact is created which will be evaluated and reviewed at the beginning of the new school year. The compact is used during open houses, parent conferences, and student-led conferences. Parents also are provided with student achievement reports. Parents are encouraged to join in academic achievement goals through targeted parent workshops, which enhance their involvement at home and school. Lastly, students develop a student data notebook with the assistance of their classroom teacher. The notebook is a resource that helps the child self-monitor as well as to communication achievement status with their parents.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents participate in the annual ACIP survey, which determines the areas of need or concern of parents and students. Parents can also address their concerns with faculty, administration, the parent coordinator, or the Parent Advisory committee. These concerns can be expressed through phone call, email, or by an anonymous manner. The concern(s) will be addressed by the school as soon as possible.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Parents are encouraged to stay in contact with teachers throughout the year through daily calendars, agendas, emails, and/or phone calls. Parents also communicate with the school staff through the Class DOJO app. Monthly parent parties and workshops are held and information concerning how to assist their children with homework, reading, and mathematics. Parent night activities are held several times a year as well. Weekly and monthly newsletters are also sent home to parents. Robo calls are made to inform parents and families of upcoming events and opportunities.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the 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.

Blossomwood Elementary created a Parent Advisory Committee, which includes community stakeholders, parents, teachers, and administration. Each grade-level submits names of parents interested in participating on this committee. Parents can serve on this committee on a volunteer basis. Monthly meetings are held at alternating times during morning and evening to discuss policy, issues, data, and engagement opportunities.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Blossomwood Elementary's parent coordinator is very active in reaching out to the community. Regular monthly parent meetings are held at the school to explain opportunities available to families, such as health care, vision care, transportation, counseling, and academic tutoring.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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 the extent practicable, in a language the parents can understand.

All information is disseminated in both English and Spanish as needed. The communication includes pamphlets, letters, compacts, policies, field trip forms,

phone calls, emails, and assemblies. The school also uses Class DOJO, which offers a translated version of all school wide posts and messages.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

The Parent Advisory Committee informs parents and stakeholders of activities.

Surveys and questionnaires are sent home asking for parental suggestions.

Teachers also make requests for family volunteers to assist with school activities.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Progress reports and report cards are provided to communicate with and assist parents and families with understanding their child's accomplishments. Interpreters are provided during parent conferences to work with the parents and teachers. Interpreters are available for ELP, IEP, and any other special needs meetings.