



Spring Branch ISD District Title I Parent and Family Engagement Policy 2019-20 Academic Year

Statement of Purpose:

The Spring Branch ISD is committed to fostering and promoting parent and family engagement as required by Public Law 114-95, Section 1116 in order to provide quality education and social and emotional success for every child in this district. To this end, we want to establish partnerships with parents and community. Everyone gains if school and home work together to promote high achievement for our children. Parents play an extremely important role as the children's first teachers. Having "Parents as Partners" is critical to the success of every student.

The Spring Branch Plan affirms that "SBISD will increase the number of students achieving a technical certificate, two year degree or four year degree from 44% to 72% by 2022" (Spring Branch T-2-4). This plan is predicated on the beliefs that a great school system:

- Builds on the strengths and gifts of each child
- Provides students from poverty the same opportunities for success after high school as students from non-poverty homes
- Instills in every student the belief that they can achieve more than they think possible, and
- Assures that every adult in the system is committed to the successful completion of some form of higher education for every child

Spring Branch ISD will include parents in all aspects of the districts endeavors, including the Title I Program.

Grade level goals for all children in Spring Branch ISD will be available to all parents. Students needing extra assistance will have access to programs that will help them reach these goals. Classroom syllabi, TEKS and 6/9 week plans will be accessible to students and parents.

Spring Branch ISD believes that establishing and maintaining two-way communication will facilitate mutual understanding and promote student success. Spring Branch ISD's District title I Parent Engagement policy further aligns with the SBISD Core Values: Every Child, Collective Greatness, Collaborative Spirit, Limitless Curiosity and Moral Compass.

The SBISD Board of Trustees approved a proposal that Spring Branch ISD apply to become a District of Innovation. In conjunction with this designation being awarded was their approval of the proposed SBISD Strategic Plan referred to as the Learner's Journey.

- **The Learner's Journey** is a five-year plan.
- Actions will be **prioritized and phased** in over time.

*from the SBISD Family Education, Engagement & Empowerment Framework (2017)

**from Every Student Succeeds Act (ESSA) Title I, Part A Schoolwide Program (SWP) Program Implementation Statutory Requirements

- **T-2-4 remains the SBISD goal.**
- SBISD Beliefs and Core Values **undergird** the Plan.
- The Learner’s Journey addresses **10 growth opportunities** identified through the input of over 3,000 staff, students, parents and community members.
- The district has adapted **5 Multiple Measures** that will ensure the Learner’s Journey meets student academic and social emotional goals. They are:
 - Student growth
 - School connectedness
 - Post-secondary readiness
 - Enrollment in higher education
 - Higher education completion

Parent Engagement in Developing the Policy:

The Spring Branch ISD Title I Parent Advisory Council, District Improvement Team, Campus Improvement Teams and Special Programs Task Forces will be given opportunities to participate in and/or give recommendations to support the continued development of the Spring Branch District Parental Engagement Policy. Parents, teachers, administrators and community members continually meet to develop the district’s policy. The volunteers will represent the diversity of the student population.

Annual Meetings for Title I Parents:

- Spring Branch ISD and individual campuses will hold annual meetings to review and revise their Title I Parent Engagement Policy.
- Meetings will be scheduled at convenient times and locations for all. Notices regarding the meeting will be posted via phone calls, parents’ email, written notices, district website, and other media.
- Translation will be provided as needed.

School-Parent Compacts:

In accordance with Title I regulations, each Title I campus must develop a school-parent compact. This compact will enable the school and parents to share the responsibility for student performance and success.

The compact must explain that students, parents and staff will share responsibility for promoting student achievement. Meetings to participate in this process should be scheduled for a variety of times to give all stakeholders an equal opportunity. The compacts must:

- Describe responsibilities of the campus, parents and students to improve student performance and the methods involved
- Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment

*from the SBISD Family Education, Engagement & Empowerment Framework (2017)

**from Every Student Succeeds Act (ESSA) Title I, Part A Schoolwide Program (SWP) Program Implementation Statutory Requirements

- Describe ways in which parents will be responsible for supporting their children’s learning
- Describe student responsibilities which may vary by grade level
- Address the importance of establishing ongoing communication between teachers and parents (conferences, progress reports, access to staff etc.)
- Be available to parents and families via the student handbook, the campus website, and parent/teacher conferences

Matching Parent Engagement Programs to the Needs of Your Community:

- SBISD created a Family E3 Committee to create a districtwide framework for family education, engagement, and empowerment.
- The Title I, PAC was consulted in the design and implementation of the Family E3 Framework.
- The community will be consulted in the design, development and implementation of the Title I program.
- [SBISD] must meet [their] families where they are, with a more personalized approach based on the unique needs. Our diversity and unique communities are strengths **TO OR THAT** help inform our shared efforts. *
- Trusting relationships are vital and must be developed [in the classroom, at the campus and district levels] through meaningful two-way communication between schools, families, and communities.*
- Parent and student needs will be assessed through surveys and other measures targeted at creating a successful school environment.
- All SBISD schools must be welcoming environments, with **customer service as a priority**.*
- [The district will] provide authentic engagement opportunities at the district level [to welcome and promote parental suggestions]. *
- [The district will] use qualitative and quantitative research [and campus needs assessments] to inform [and guide] annual district Family E3 strategies.*

Staff/Parent Communications:

- [The district] will create a marketplace of Family E3 aligned programs and partners.*
- [The district] will model timely, strategic two-way communication and information sharing.*
- [The district] share stories of success and promote best practices across the system.*
- [The district] will implement a standard process for translation and interpretation of district information.*
- Title I schools implementing the Family E3 Framework will adhere to all communication expectations stated in the Family E3 Framework.
- Schools will sufficiently outreach with parents and community members to ensure adequate notice and accommodations are made for all families to participate in school meetings and/or events.
- Title I schools will provide accessible resources to aide parents in completing district programming such as school choice applications, district family surveys, and online registration.

*from the SBISD Family Education, Engagement & Empowerment Framework (2017)

**from Every Student Succeeds Act (ESSA) Title I, Part A Schoolwide Program (SWP) Program Implementation Statutory Requirements

- The SBISD Title I Program website will provide information informing parents of opportunities to view their student's current grades through the use of the Family Access tool.
- In carrying out the parent and family engagement requirements of [Title I, Part A Schoolwide Program (SWP)], LEAs and campuses, to the extent practicable, shall provide opportunities for informed 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 required school reports in a format and, to the extent practicable, in a language such parents understand.**
- Title I Parent Engagement written notices, newsletters, callouts, and school information will be provided in English, Spanish, and other languages such as Arabic and Vietnamese as appropriate to specific campus home languages.
- Parents are encouraged to take the initiative in contacting their child's teacher re: concerns and/or progress.

Evaluation:

- Spring Branch ISD's Title I Parental Advisory Council will meet 4 times a year to review and revise programs offered.
- Title I campuses will have a Parent Engagement Advisory Team to evaluate the school's Title I Program.
- All program initiatives will be annually evaluated re: content and effectiveness of the Title I Parent Engagement Program.
- Title I schools implementing the Family E3 Framework will be evaluated on the measures outlined in the framework.
- Increasing engagement and barriers to parent participation will be assessed and revisions will be made on the basis of this annual review.

Funding:

- Each campus will allocate at least 1% of their Title I budget to parental engagement.
- The parents at each campus will assist in the development of the budget to include parental Engagement.

*from the SBISD Family Education, Engagement & Empowerment Framework (2017)

**from Every Student Succeeds Act (ESSA) Title I, Part A Schoolwide Program (SWP) Program Implementation Statutory Requirements