

2023-2024

Parent & Family Engagement Plan

School Name: Bunnell Elementary School

Proposed Mid-year PFEP Review Date:	Person overseeing Mid-year Review	Proposed End-of- Year Date PFEP Review with SAC or Stakeholders:	Person responsible for SAC/stakeholder end-of-year review
Monthly review of each section of PFEP as well as events.	McGee, Cari	April 2024	AP and SAC President

FAMILY SURVEY

Using your 2022-2023 Title I family survey results, choose an area of need as identified by parent surveys, to address this coming school year.

Describe a Targeted Area of Need Identified from your Title I Parent Survey: According to our parent survey 54% of families feel like a partner with teachers at the school in their child's education and 52-56% feel that their voice is valued and are comfortable sharing their concerns with school leadership. While we are intentionally holding events and creating opportunities to involve families and hear their insights, we know that more sincere connections need to be made so that teachers reach out to families naturally to work together and families reach out to us in ways that are collaborative **and not only reactive.**

YOUR SCHOOL'S DEFINITION OF FAMILY ENGAGEMENT (created with family & stakeholder input)

What is your school's definition of Family Engagement?

Family engagement is the creation of partnerships between school, home, and community. These partnerships, when well cultivated, promote student well being and success in a variety of ways. The connections between school, family, and community should be ongoing and empower families to promote learning at home.

Evaluation of 2022-2023 School Year PFEP

BUILDING CAPACITY

Name of Activity	Number of Participants	Was there a measurable impact on student achievement	Data used to support impact on student achievement
Targeted Family Support		Yes, according to planned evidence included in the Title 1 folder	Sign in Sheets, Parent feedback surveys, Family-School Relationship Survey, STAR/FAST progress
At Home Videos	7 videos for all grade levels	Not easily measurable at this point in time due to not knowing how many families are accessing the videos	
VIP Kinder visits	11 families	Yes, based on ESE student progress.	Kindergarten Grade level assessment data for ESE compared to the grade level.
Middle School Showcase	All 5th grade students	Not easily measurable at this point in time due to events taking place on other school campuses so no sign	

		in sheets for the number of BES students who participated.	
Bullpup University #1-Trunk or Treat Math and Informational Night	204 students	Yes, according to planned evidence included in the Title 1 folder.	Sign in Sheets, Parent feedback surveys, Assessment Data, STAR/FAST progress.
Family Art Night	42 students 29 families	Yes, according to planned evidence included in the Title 1 folder	Sign in Sheets, Parent feedback surveys, Family-School Relationship Survey, STAR/FAST progress
Bullpup University #2-Make-It, Take-It Literacy Night & Parade	35 students 23 families	Yes, according to planned evidence included in the Title 1 folder.	Sign in Sheets, Parent feedback surveys, Assessment Data, STAR/FAST progress.
Family Music Night	33 students 25 families	Yes, according to planned evidence included in the Title 1 folder	Sign in Sheets, Parent feedback surveys, Family-School Relationship Survey, STAR/FAST progress
Bullpup University #3- STEM Night	111 students 92 families	Yes, according to planned evidence included in the Title 1 folder.	Sign in Sheets, Parent feedback surveys, Assessment Data, STAR/FAST progress.
Family Movement Night	67 students 47 families	Yes, according to planned evidence included in the Title 1 folder	Sign in Sheets, Parent feedback surveys, Family-School Relationship Survey, STAR/FAST progress
Bullpup University #4-Bingo for Books Literacy Night			

Activities on 2022-2023 PFEP that were not completed	Explanation for the event not occurring
Video describing the mental health	In this 2022-23 school year there was a reduction in student

and social emotional supports at BES.	services staff with the move of 6th grade to the middle school, however we experienced growth that brought the same number of students as the previous year only in grades K-5. For this reason additional time was spent in acclimating to increased job responsibilities for these staff members. Late in the school year we were able to add a full time social worker and additional school counselor so we hope to pick this process back up to benefit our families.
Monthly call outs highlighting a mental health or social emotional support offered at BES	In this 2022-23 school year there was a reduction in student services staff with the move of 6th grade to the middle school, however we experienced growth that brought the same number of students as the previous year only in grades K-5. For this reason additional time was spent in acclimating to increased job responsibilities for these staff members. Late in the school year we were able to add a full time social worker and additional school counselor so we hope to pick this process back up to benefit our families.

(*Add additional rows as needed)

BEST PRACTICES

Include a description of the parent and family engagement activity or strategy implemented in 22-23 that was **most effective** including content/purpose, a description of the activity, and data used to support the effectiveness.

In the 2022/2023 school year our VIP Kinder visits, while only impacting those families who have students with disabilities and high needs, had a great impact on building relationships and supporting families before the school year even started. These families were very appreciative and it has opened lines of communication so that when these families had questions about their child's IEP or services they have reached out to us more frequently to ask questions or advocate for support. In doing so we are building an understanding with families that we are here to ensure that all of our students are successfully cared for and challenged.

In addition, all of our events have been highly successful in building a positive climate and culture. The Bullpup Universities have been effective in bridging content with enjoyment. The purpose of these events is to increase family engagement with our Bunnell Elementary School staff in a way that is enjoyable and non-threatening to families, but at the same time exposes families to Florida standards, content, and skills being taught throughout the year. We strategically selected the standards addressed through these activities based on lowest performing standards on

assessments to date. In strategically selecting these standards we were able to guarantee that any of the activities families continued to practice at home from the events were targeted skill practice in areas the students most needed. The surveys completed for activities have had all positive things to say about the format, the increase in their understanding of expected concepts, as well as the timing of the events. Families have been asked to provide feedback as to how we can improve but very few suggestions have been made about materials or extending the window of time.

ENGAGEMENT OF FAMILY/STAKEHOLDERS

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact positive school culture and environment are critical. Stakeholder groups more proximal to the school may include teachers, students, and families of students, volunteers, community members, and school board members. Broad stakeholder groups might include early childhood providers, community colleges and universities, social services, and business partners.

Describe:

- ☐ how the school will involve the parents, families and stakeholders in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I Parent and Family Engagement Plan, including involvement in decision making of how funds for Title I will be used for Family Engagement activities
- ☐ what evidence the school will collect for the involvement of parents and families in planning, reviewing and improving the school's Title I Parent & Family Engagement Plan, including involvement in decision making of how funds for Title I will be used in Family Engagement activities. This can be items such as meeting agendas and meeting notes as well as parent sign-in sheets indicating participants' roles (community member, parent, teacher, student, etc.)
- ☐ how you will invite parents to join the School Advisory Committee (SAC) Minutes of the SAC meetings are to reflect parent input into the development/improvement of the PFEP and Compact
- ☐ when and how parents will be provided a condensed version of the Parent and Family Engagement Plan

Narrative	Timeline	Person Responsible
-----------	----------	--------------------

Our SAC/PTO meetings are held together so that our community and parents can provide input and suggestions for improvement throughout the entire school year. Families and community members are involved in the decision making processes that affect our school culture through these SAC/PTO meetings. We also share and review our SIP at each meeting throughout this school year at our SAC/PTO meeting and invite input.	Monthly	McGee SAC President PTO President
<p>In this 2022/23 school year we received 371 responses to our Title 1 parent survey. This survey provided important information that has guided our decision making process involving curriculum and budget allocations for next year. Within our SAC/PTO meeting and within our surveys we have also solicited advice as to how we can better communicate with our families.</p> <p>Questions asked of parents in ongoing surveys include:</p> <ol style="list-style-type: none"> 1. Does the time 5:00-7:00 meet your family's needs? 2. Did the activities you participated in for this event provide a better understanding of expectations or a positive opportunity to experience with your child what they are learning in school? 3. What can we do at Bunnell Elementary to improve this event? 	Monthly following planned family activities	Evensen Academic Coaches

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe:

- ☐ how your school will coordinate and integrate parent and family engagement programs and activities regarding subgroups such as ESE, Foster, FIT, ESOL and/or Unaccompanied Homeless Youth.
- ☐ how your school will coordinate and integrate parent and family activities that teach parents in these subgroups how to help support their child(ren)'s academics at home. [ESEA Section 1116]

Targeted Program	Narrative on Specifics of the Coordination of Activities for Subgroup(s)
Title I, Title IV and Title III	Families in Transition and students performing below grade level are provided after school tutoring opportunities. They receive 4 hours per week of additional instruction before or after school.
Title I	Funds our Targeted Family Support events to increase family

	capacity for our most struggling students including FIT and Foster families. This includes supports from within the school system as well as community based organizations to help families be more successful as a unit, ultimately impacting student achievement.
Title I and Title III	Funds are provided for translations of communication to parents and also pays for TRANSACT for online parent letters/school forms in multiple languages. These funds also pay for a digital curriculum provided to all ELL students called, "Imagine Learning". This digital curriculum provides instruction on each student's independent level and is accessible at home with their families.

REQUIRED TITLE I ANNUAL PARENT MEETING (to be held at a convenient time during the first quarter) with continual ongoing COMMUNICATION

In the narrative describe:

- ☐ how families will be informed of the nature of the Title I program your school participates in and what that means for students and families
- ☐ the specific steps the school will take to conduct the **required Title I annual parent meeting during the first quarter** (method of invitations, explanations, family input, etc.)
- ☐ how families will be provided a description and explanation of
 - ☐ curriculum used at the school
 - ☐ which academic assessments will be used to measure student progress
 - ☐ the importance of parent participation on surveys
 - ☐ your school's Title I compact and the purpose behind it
- ☐ how the meeting will cover school choice, input of parents on and the rights of parents at the annual meeting
- ☐ if parents request, how the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)
- ☐ how the school will handle parents/families comments, if the school-wide plan is not satisfactory to the parent/family. [ESEA Section 1116]

Narrative identifying your plan to meet the above items	Person(s) Responsible	Timeline
Title I Parent Advisory Annual Meeting (Compact, What is	Administrative Team	September 2023

Title I, Requests for Parent Input, description of Title 1 programs.)		
Open House/Curriculum Night - (Parents will be informed of the grade level curriculum and expectations. Classroom assessments will be discussed and information on ways to support the standards at home as well as the importance of consistent attendance.)	Administration, Guidance, Academic Coaches and Classroom Teachers	September 2023
Parent Conferences- (Student achievement levels are shared with parents. Classroom teachers review other pertinent student data such as academic diagnostic progress and student citizenship).	Administration, Guidance, Academic Coaches and Classroom Teachers	Once a semester October 2023 and March 2024
MTSS parent letter and progress monitoring meetings- A letter is provided to the family of any students that is recommended to receive intervention supports. The letter explains what MTSS is and what our processes are for providing those interventions. When the MTSS plan is created teachers and/or academic coaches make contact with the family to determine how they want to participate in any progress monitoring meetings and schedule accordingly.	Academic Coaches, Guidance, and Classroom Teachers	Ongoing throughout the 2023/24 school year.
Reading Deficiency Letters~ Any family of a student identified as having a reading deficiency receives a letter to explain to the family what and how a reading deficiency is determined. They then received monthly progress letters identifying student progress in the areas of deficit.	Academic Coaches, Classroom Teachers, and Administration	Ongoing throughout the 2023/24 school year.
PTO/SAC meetings - Gaining input on how to reach the most families. Updating families on programs, systems of support, school achievement, progress towards goals, and increased reasons why to choose BES.	Administrative Team SAC President PTO President	Quarterly for the 2023/24 school year
Bullpup Universities- Provision of information on curriculum, assessments, resources and support for families in meeting academic needs	Administration, Guidance, Academic Coaches and Classroom Teachers	Three times within the 2023/24 school year

FLEXIBLE PARENT MEETINGS

Describe:

- ☐ how your school will offer a number of flexible meetings throughout the school year, such as

meetings in the morning, afternoon or evening, live or virtual, recordings on demand, etc.

- ☐ if your school will provide transportation, child care, or home visits, as such services relate to parent and family engagement. [ESEA Section 1116] using Title I funds.

The school will hold quarterly SAC/Title 1 Parent Advisory Council meetings with childcare provided. Home visits will be made via the District Social Worker to address academic and attendance issues when the parent has been unreachable through conference or phone contact. Teachers will utilize Zoom or phone conferences in order to conference virtually with families that may not be able to attend in person. When needed childcare will be provided for evening Family Nights or morning meetings when possible. The school offers flexible meeting times during morning and evening hours to accommodate parent work schedules.

BUILDING PARENT & FAMILY CAPACITY

Describe:

- ☐ which meaningful family engagement evidence-based activities your school will provide to teach parents how to help support their child (children)'s academics at home (ESEA Section 1116)
- ☐ activities your school will offer that will build relationships with families, stakeholders and community to improve student achievement
- ☐ other reasonable support for evidence-based parent/family engagement activities that will help your school meet your school improvement plan goals
- ☐ parent and family capacity building activity specific to the transition of:
 - ☐ VPK to Kindergarten, if applicable
 - ☐ elementary to middle school, if applicable
 - ☐ middle to high school, if applicable, or
 - ☐ high school to secondary school or workforce, if applicable

Content/type/ name of activity and proposed timeline for event	Rationale for anticipated impact on student achievement	The data you will use to measure effectiveness on academic achievement	When will data be pulled to measure effectiveness	Person(s) responsi- ble for event	The area of focus the event relates to
Targeted Family	Increase in family unit	Sign in Sheets, Parent feedback surveys,	End of Year	McGee	Social Emotiona

Support (3 times per year)	stability ultimately increasing student overall achievement in grades and diagnostic	Assessment Data, diagnostic progress, student grades.			I/Mental Health
VIP Kinder visits (July/August)	Increase in students and family comfort level, building school culture	Schedule of families participating. Spreadsheet of student assessment completion	September	Evensen	Climate/ Culture
Bullpup University #1-Trunk or Treat Math and Informational Night (October)	Increased: math diagnostic, family understanding of math standards and how to practice at home leading to increased grade level assessment scores. Understanding of diagnostic, Increased understanding of Growth Mindset.	Sign in Sheets, Parent feedback surveys, Assessment Data, diagnostic progress.	January	Math/Scie nce Coach (Westly)	Academi c
Family Art Night (November)	Increased student and teacher desire to interact and maintain positive relationships with BES teachers and	Sign in Sheets, Parent feedback surveys, Family-School Relationship Survey, diagnostic	January	Art Teacher (Wagner)	Climate/ Culture

	faculty. Increase in diagnostic achievement				
Bullpup University #2-Make-It, Take-It Literacy Night & Parade (January)	Increased family understanding of reading standards and how to practice at home, leading to increased grade level assessment scores.	Sign in Sheets, Parent feedback surveys, Assessment Data, diagnostic progress.	End of Year	ELA Academic Coach (Jaques)	Academi c
Family Music Night (December)	Increased student and teacher desire to interact and maintain positive relationships with BES teachers and faculty. Increase in diagnostic achievement.	Sign in Sheets, Parent feedback surveys, Family-School Relationship Survey, diagnostic	January	Music Teacher (Scott)	Climate/ Culture
Bullpup University #3- STEM Night (February)	Increased family understanding of Science standards, how they connect to other content areas, and how to practice at home, leading to increased grade level	Sign in Sheets, Parent feedback surveys, Assessment Data, diagnostic progress.	End of Year	Math/Scie nce Academic Coach (Westly)	Academi c

	assessment scores.				
Family Movement Night (March)	Increased student and teacher desire to interact and maintain positive relationships with BES teachers and faculty. Increase in diagnostic achievement.	Sign in Sheets, Parent feedback surveys, Family-School Relationship Survey, diagnostic	End of Year	Special Area Department (Winne)	Climate/ Culture
Bullpup University #4-Bingo for Books Literacy Night (May)	Increased: reading diagnostic, practice on difficult reading skills leading to increased grade level assessment scores.	Sign in Sheets, Parent feedback surveys, Assessment Data, diagnostic progress.	End of Year	ELA Academic Coach/Media Specialist	Academic

BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

Describe the STAFF development activities the school will offer to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, to include:

- ☐ how the school will educate teachers and staff on the value of contributions of parents/families. [ESEA Section 1116]
- ☐ what activities will be provided to support teacher and staff skills with how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
- ☐ facilitating the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]

Content/Type of Evidenced-based Activity	Person(s) Responsible & Proposed Timeline	Rationale for Anticipated Impact on Student Achievement	What data you will use to Measure Effectiveness on Academic Achievement
Review of Parent Survey	Administration (August/September)	Focused outlook of teacher interactions with families and meeting all students needs. Sense of voice and value of families will in turn impact student performance.	School and teacher goals set, STAR/FAST progress
Monthly paraprofessional trainings	ESE Administrator (Monthly)	Paraprofessionals are in need of opportunities to learn about the skills they need in order to support students and teachers on campus as well as to learn of the challenges students and families face and how their interactions impact all of these stakeholders and how.	Paraprofessional participation in training opportunities, STAR/FAST progress

DISSEMINATION

Describe:

- ☐ how and when the school plans to disseminate the PFEP and school compacts to parents.

We will disseminate PFEP and school compacts to parents through our SAC/PTO meetings in August/September. Teachers will also review compacts with families and the importance of working together to meet their child's needs during our Meet the Teacher event. Our PFEP will also be posted on our website.

ACCESSIBILITY

Describe:

- ☐ how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.

- ❑ how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that parents/families can understand.
- ❑ *“to the extent practicable, how the school shall provide opportunities for the 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 school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]*

Based on parent surveys from the past 3 school years we will attempt to provide our family activities between the times of 5:00-7:00 as this is the time frame the majority of families reported to work for them. We also will provide childcare to families through the high school programs when possible and/or when the activities are ones in which younger siblings would not be interested to participate.

Based on the 2022-23 Title 1 parent surveys this year, families feel the best way to let them know about school related events and topics is through email at 71% with the second highest rating being texts at 49% through the schools Skylerts. We will focus on utilizing these forms of communication, but will also include several formats to ensure that parents are informed of activities in a timely manner. Other examples include Facebook and Twitter accounts, the school marquee and the school website.

We ensure that our ESOL families are also informed by sending home communication in native languages when possible. Our Bunnell Elementary ESOL paraprofessional will also have a google voice account at which parents will be able to call and ask for assistance with translation when it is not possible to translate materials sent home. We also use language/ASL translators when needed. All schools are handicap accessible.

BARRIERS

Describe:

- ❑ the barriers that hindered participation by parents during the 2022-2023 school year.
- ❑ the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to subgroups such as parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).
- ❑ include and describe any supporting activities that will be paid through Title I, Part A Funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, child care expenses, etc.)

Barriers to family engagement in 2022-2023	Description of Implementation Strategy to address barriers	Person(s) Responsible	Any supporting activities that will be funded by Title I to help overcome barriers
Based on the parent survey about 58% feel suggestions on how to support their child's learning are provided only 2 times a semester or less	Through family events and the Bullpup Gazette we will promote the BES Learning resource videos that have been created on how to work with students in different reading and math skill areas.	Principal's Secretary & Administration	All Bullpup Academies and Family Events on campus.
Based on the parent survey about 45% do not feel like partners with the teachers and school in their child's education.	We will set a goal for all teachers and leaders to contact at least 2 families a week to check in and see what questions they have, share information, and ask for input to build this communication and our relationships	Administration & teachers	All Bullpup Academies and Family Events on campus.

Attach evidence of parental input on this PFEP.

Attach your school compact and evidence of parental input on your school's compact.

SCHOOL IMPROVEMENT PLAN GOALS

Complete this section AFTER your school has completed your SIP.

GOALS	How will this goal be communicated to families?	How will you assist families in supporting this goal?	Is a family engagement event planned around this goal?

PFEP Assurances

- Assurance 11a, Parent Consultation: Schools will ensure that consistent with 1116, they will conduct outreach to all parents and family members for meaningful consultation for planning and implementation of programs, activities, and procedures using family engagement funds.
- Assurance 11b, School Parent and Family Engagement Policy: Schools will ensure that as outlined in Section 1116(b)(1-4), they
 - will distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
 - may amend that policy, if necessary, to meet the requirements of this subsection.
 - should this plan under section 1112 be unsatisfactory to the parents of participating children, shall submit any parent comments with their PFEP
- Assurance 11c, Policy Involvement: Schools will, as outlined in Section 1116(c)(1-5)
 - convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - offer a flexible number of meetings, such as meetings in the morning or evening, virtual or in-person, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
 - Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
 - Provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) 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 such suggestions as soon as practicably possible.

- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan to the LEA.
- Assurance 11d, Shared Responsibilities for High Student Academic Achievement: As outlined in section 1116(d)(1-2), the school will 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 and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall – (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of two-way communication between teachers and parents on an ongoing basis through, at a minimum – (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Assurance 11e, Building 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, the school under this part will meet the requirements outlined in section 1116(e)(1-14).
- Assurance 11f, Accessibility: Schools, to the extent practicable, shall provide opportunities for the 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 school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- Assurance 11g, Family Engagement in Education Programs: In a state operating a program under part E of Title IV, the school that receives assistance under this part shall inform parents and organizations of the existence of the program.

Principal's Signature

Date Signed