

3520	Title I Parent and Family Engagement Policy
Approval Date:	November 2025
Category:	General School Administration
Governance Accountability	Leadership, Board of Directors
Audience	Families, Students, Employees, Board of Directors

Pine Lake Preparatory (“PLP”) recognizes the value of family engagement in a child’s academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents/Caregivers and other family members are their children’s first teachers; therefore, the continued involvement of parents/caregivers and family members in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents/caregivers and provide parents/caregivers and family members with meaningful opportunities to become involved in the programs offered.

PLP encourages parents/caregivers and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system’s Title I program in helping students meet state and local achievement standards.

Parents/caregivers will be notified of the policy in an understandable and clear format and, if necessary, provided in a language the parents/caregivers can understand. The Parent & Family Engagement Policy will be distributed to all parents/caregivers of participating Title I students in September/October of each school year. This policy will also be placed on the school's website, made available to the local community, and updated periodically to meet the changing needs of parents/caregivers and the school.

A. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system’s challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide or targeted assistance programs based on federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system’s academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

B. EXPECTATIONS AND OBJECTIVES

1. As a school receiving federal ESSA Title I-Part A grant funds, we will involve parents/caregivers and family members in meaningful parent and family engagement as follows:
 - a. Parents/caregivers/stakeholders are engaged in the continuous review and development of the written Parent & Family Engagement Policy.
 - b. Distribute to parents/caregivers the Parent & Family Engagement Policy, which will be posted on the website.
 - c. Continued communication with all stakeholders - via multiple means: Pride Post, website, email/text/phone calls, social media, etc.
 - d. Regular stakeholder engagement meetings.
 - e. Volunteer information is provided regularly and is easily accessible to all stakeholders. Involvement of PLP Volunteer Coordinator will support these efforts.
2. We will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of our school in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; to provide assistance to parents/caregivers/families in understanding such topics as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of the children attending our school. This may also include meaningful consultation with employers, business leaders, and other organizations, or individuals with expertise in effectively engaging parents/caregivers and family members in education.
 - a. We will convene an annual meeting, at a convenient time, to which all parents/caregivers of participating children will be invited and encouraged to attend, to inform parents/caregivers of their school's participation in Title I-Part A, the requirements of the program, and the right of the parents/caregivers to be involved in their child's education. In an effort to further foster engagement and support confidentiality, PLP will also provide opportunities for families to engage 1:1.
 - b. We will provide materials and training to help parents/caregivers to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
3. We will coordinate and integrate parent and family engagement programs and activities under Title I-Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public/private school programs, and conduct such other activities as parent resource centers.
 - a. We will offer a flexible number of meetings, such as in the morning, evening or virtually.

- b. We may use Title I-Part A grant funds to provide transportation, childcare, or home visits, as the services relate to parent involvement.
 - c. We shall ensure that information related to school and parent/family programs, meetings and other activities is provided to parents/caregivers/families in a format, and to the extent possible, in a language the families can understand.
 - d. We may conduct in-home conferences between teachers and other educators with parents/caregivers/families who are unable to attend such conferences at school in order to maximize family engagement and participation.
 - e. We will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents/caregivers, in the value and utility of contributions of parents/caregivers, and in how to reach out to, communicate with, and work with parents/caregivers as equal partners, implement and coordinate parent programs, and build ties between the parents/caregivers and the school.
 - f. To the extent practicable, we will provide full opportunities for the participation of parents/caregivers with limited English proficiency, parents/caregivers with disabilities, and parents/caregivers of migratory children, including providing information in a format and, to the extent practicable, in a language such parents/caregivers understand.
4. We will conduct, with the meaningful involvement of parents/caregivers and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of our school served under Title I-Part A, including identifying:
- a. Barriers to greater participation by parents/caregivers in activities authorized by Section 1116 (with particular attention to parents/caregivers who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - b. The needs of parents/caregivers and family members to assist with the learning of their children, including engaging with school personnel and teachers;
 - c. Strategies to support successful school and family interactions; and
 - d. We will involve parents/caregivers in an organized, ongoing, and timely way:
 - I. In the planning, review, and improvement of programs under the Title I-Part A Program;
 - II. In the planning, review, and improvement of the school's parent and family engagement policy, except that if we have in place a process for involving parents/caregivers in the joint planning and design of the school's programs, we may use that process,

if such process includes an adequate representation of parents/caregivers of Title I-Part A participating child.

III. We shall seriously consider other reasonable support for family engagement activities under this section as families may request.

5. We will use the findings of such evaluation to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, the parent and family engagement policy. We will provide parents/caregivers of participating children:
 - a. Timely information about Title I-Part A programs.
 - 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 challenging State academic standards.
 - c. If requested by parents/caregivers, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible.
6. We will involve parents/caregivers in the activities of the school served under Title I-Part A. This will include:
 - a. The PLP MTSS team will attend regular stakeholder engagement meetings throughout the year and will enlist stakeholder input on school goals and initiatives.
 - b. Developing a school-parent compact that outlines how parents/caregivers, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/caregivers will build and develop a partnership to help children achieve the State's high standards.
 - c. To the extent feasible and appropriate, coordinate and integrate parent involvement in educational programs and activities, including public preschool programs, which encourage and support parents/caregivers in more fully participating in the education of their children.