

**2025-2026**

**Parent and Family  
Engagement Plan**

School: Buddy Taylor Middle School

Principal:

## INSTRUCTIONS

Complete the following sections of the Parent & Family Engagement Plan (PFEP). To be considered *complete* each section needs to have all the components included in language that is easily understandable to families.

- Assurances
  - Original Signature
  - Uploaded to Crate
- Needs Assessment and Evaluation using 2024-2025 data
- Evaluation of 2024-2025 PFEP
- Barriers
- Family Engagement Assessment Focus
- Involvement of Families and Stakeholders
- Flexible Parent Meetings
- Required Annual Parent Meeting and Communication
- Building Capacity of Families through Parent and Family Events
- Building Staff Capacity for Parent and Family Engagement
- Communication
- Access to Informed Participation
- Coordination with Other Programs
- 2025-2026 PFEP Team
- A summary one-page compilation of the highlights of this PFEP will be created by the school. This one-page document will be translated into Spanish (and other languages, as necessary and feasible)

- Dissemination of PFEP (or PFEP one-page summary) to Parents/Families
- Dissemination of School/Family/Student Compacts to Parents/Families

## Key Components to Consider When Building Successful Family Engagement Opportunities

Effective parent and family engagement is crucial for student success. It's not just about occasional meetings; it's about building strong, ongoing partnerships and helping to empower families. Here's a breakdown of key components to consider when creating meaningful family engagement:

- **Relational:**
  - This emphasizes building trust and positive connections between educators and families creating a foundation for collaboration.
  - It involves:
    - Active listening.
    - Creating a welcoming and inclusive environment. Welcoming families by name.
    - Frequent and positive communication.
- **Linked to Learning:**
  - Engagement should be directly connected to student learning goals.
  - This includes:
    - Sharing information about curriculum and student progress.
    - Providing families with tools and strategies to support learning at home.
    - Involving families in learning activities.
    - Assessing the impact of the family engagement event by asking participating families if the tools and strategies have improved their ability to support learning at home.
- **Asset-Based:**
  - This approach focuses on recognizing and valuing the strengths and resources that families bring.
  - It involves:
    - Acknowledging families' knowledge and experiences.
    - Building on existing family strengths - meeting families where they are.
    - Viewing families as partners, not just recipients of information.
  - An asset-based approach empowers families and increases their engagement.
- **Culturally Responsive and Respectful:**
  - Engagement strategies should be tailored to the cultural backgrounds and needs of families.
  - This includes:
    - Providing communication in families' preferred languages as well as in English, when feasible.
  - Cultural responsiveness builds trust and ensures that all families feel welcome and valued.
- **Collaborative:**
  - True engagement involves shared responsibility and decision-making thus creating a sense of ownership.
  - This includes:
    - Creating opportunities for families to provide input and feedback.
    - Working together to develop goals and strategies.
- **Interactive:**
  - Engagement should be a two-way street, with ongoing communication and interaction.

- This includes:
  - Providing opportunities for families to ask questions and share concerns.
  - Creating interactive events and activities, such as activities where families test out and practice new skills, knowledge, and tools.

## ASSURANCES

**This page will require an original signature and submission to the District. Print this page, sign, and upload to Crate.**

I, Cara Cronk, (principal), do hereby certify that all facts, figures, and representations made in this Title I Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies Assurances**

**Assurance 1: Cross Coordination:** The school assures that it will coordinate and integrate services provided under Title I with other educational services at the school or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(c)(4)].

**Assurance 2: Certification:** The school assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112 (c)(6)].

**Assurance 3: Parents Right-To-Know:** The school assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [Section 1112(e)(1)(A-B)].

**Assurance 4: Collaboration:** The school assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].

**Assurance 5: Coordination of Programs:** As appropriate, the school assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [Section 1112(a)(1)(B)].

**Assurance 6: Parent Consultation:** The school assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)].

**Assurance 7: School Parent and Family Engagement Policy:** The school assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and 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 Assurances 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; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy

that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [Section 1116(b)].

**Assurance 8: Policy Involvement:** The school assures that it shall meet the following requirements outlined in section 1116(c)(1-5): (1) 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; (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; (3) 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; (4) 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; and (5) 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 when the school makes the plan available to the LEA. [Section 1116(c)].

**Assurance 9: Shared Responsibilities for Student Achievement:** The school assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part 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 and how the school and parents will build and develop a partnership to help children achieve 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 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. [Section 1116(d)].

**Assurance 10: Building Capacity for Involvement:** To assure the 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 LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].

**Assurance 11: Accessibility:** In carrying out the parent and family engagement requirements under Title I, LEAs, and 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, in a language such parents understand. [Section 1116(f)].

**Assurance 12: Supplement, Not Supplant Methodology:** The school assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [Section 1118(b)(1-2)].

**Assurance 13: English Language Learners (ELLs) Notification Requirements:** The school assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the school shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].

**Assurance 14: Schoolwide Programs:** The school will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

Signature of Principal: \_\_\_\_\_

Date: \_\_\_\_\_

## NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents, families and stakeholders, data from the needs assessment provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. Therefore, decisions are not arbitrary but data-driven, purposeful and with parental input.

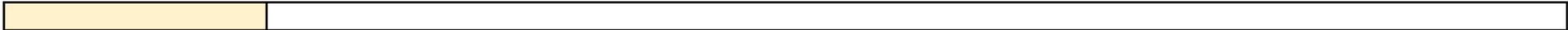
## PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal overview from the Previous Fiscal Year *(this section is not required for new Title I schools)*

Total Parent and Family 1% Allocation for the 2024-2025 School Year	Total Funds Expended	Total Funds Remaining
\$3,966	\$3,372.53	\$623.47
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.	<b>Funds were not fully expended due to understaffing of events.</b>	

## EVALUATION OF THE PARENT AND FAMILY EVENTS THAT OCCURED IN THE 2024-2025 SCHOOL YEAR

<p>Complete an annual evaluation of the effectiveness of the parent and family engagement plan to ensure effectiveness. (Some of the evaluation information may not be available until the end of the school year).</p>	<i>The table below outlines the events conducted in the 2024-2025 school year.</i>		
	Name of Parent and Family Engagement Activity/Event	Describe the evidence used to measure the effectiveness of the event and explain if this event yielded the anticipated outcome.	If this event will be repeated next year, describe any changes expected to be made to the event, based on this evaluation?
	Student Success Series Q1	Pre and post assessments will be used to gauge knowledge gained by families.	This event has struggled to find an effective shape, and has continued to be modified. Next year we are going to change the delivery model and services provided to be more focused on updated Title 1 guidelines, specifically by providing greater collaborative education to stakeholders regarding standards and state testing, as well as behavior strategies.
	Transition to Middle School	Pre and post assessments will be used to gauge knowledge gained by families.	We will continue to evolve our offerings at the event based on feedback from the Parent and In-Event Survey forms, as well as our school offerings and the new CNA
	Literacy Event	Pre and post assessments will be used to gauge knowledge gained by families.	We will continue to evolve our offerings at the event based on feedback from the Parent and In-Event Survey forms, as well as our school offerings and the new CNA



## BARRIERS

Describe the barriers that hindered participation of parents during the previous school year.

Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families in the following subgroups: economically disadvantaged, disabled, limited English proficiency, limited literacy.

### Response:

*The school identified the following barriers to family engagement during the 24-25 school year:*

Barrier	Steps to Overcoming Barrier	Persons Responsible
Receipt of communication	Additional advanced communication, virtual options	BTMS admin, Reinert
Timing of events	Ensure events continue to be held in the evening, with additional notice and flexibility such as remote offerings for engagement.	BTMS admin, Reinert

## FAMILY ENGAGEMENT ASSESSMENT FOCUS

Based on the results of your parent survey results, identify and prioritize up to three specific areas for improvement in the 2025-2026 school year. Focus on the following areas and how you will incorporate these into your family engagement events:

1. **Welcoming:** Enhance the school’s environment to make all families feel included and valued.

2. **Communication:** Improve the effectiveness and clarity of communication between the school and families (the “how” you are communicating).
3. **Information:** Ensure families have easy access to relevant information regarding school activities and resources (the “what” you are communicating).
4. **Empowerment:** Foster a sense of agency among families to participate actively in their child’s education.

TOPIC:			
Area of Improvement: <b>Teacher Communication w/ Stakeholders</b>			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Provide explicit instruction and opportunities to increase teacher frequency, tenor, and modality of communication	BTMS Admin	Throughout the SY	Parent surveys, call logs
TOPIC:			
Area of Improvement: <b>Building Parent Capacity</b>			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Modified Student Success Series (changes noted above)	BTMS Admin, Reinert	Quarterly	Sign-In sheets, feedback surveys
TOPIC:			
Area of Improvement: <b>SAC Involvement</b>			

Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Increase promotion of SAC events/meetings to grow the community along with stakeholder empowerment.	BTMS Admin	Quarterly	SAC enrollment, attendance, feedback surveys

### INVOLVEMENT OF FAMILIES AND STAKEHOLDERS

**Families and stakeholders** shall be involved in ongoing and timely input regarding the planning, review and improvement of Title I program, including involvement in decision-making of how funds for Title I will be used.

<p>How will the school involve the parents and families in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]?</p> <p>*If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section</p>	<p><i>Evidence to support can be meeting notes from School Advisory Council (SAC) meetings, Parent Teacher Organization (PTO) meetings or other family meetings; emails sent to and received from parents/guardians. Remember to include dates, agenda, detailed meeting minutes, sign-in sheets including the role of participants, and evidence for the documentation in Crate.</i></p> <p><b>Response: Throughout the school year, we held quarterly SAC meetings, with associated minutes, communication emails, invitations, fliers, social media posts and stakeholder correspondence, dated agendas, sign-in sheets, etc. all uploaded periodically into the Crate. At each meeting, parents and families were in attendance and provided input on schoolwide and community wide concerns, as well as the foundational documents of the Title 1 program (Title 1 Compact, CNA, PFEP). This gave stakeholders the opportunity to have a voice in the allocation of our school’s Title 1 funds, as well as the overall structure and evolution of the program itself. Many of these suggestions are noted in the meeting minutes, and for the past three years SAC involvement and membership, as well as participation and feedback, has grown.</b></p>
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## FLEXIBLE PARENT MEETINGS

How will the school offer a flexible number of meetings, such as meetings in the morning or evening, virtual options, and/or on-demand recordings?	<b>Response: BTMS has offered, continues to offer, and will offer next year and beyond a meeting format that has as one its highest priorities the flexibility and accommodation of families so that engagement and participation can be maximized. While we have traditionally given a large advance notice, we have received feedback that it is still a concern so we will focus on increased communication of events well ahead of scheduled times. We offer evening times with wide windows, virtual participation options, alternate dates, and activities and child care for younger children. We will continue to grow this model by exploring morning options and additional virtual formats in next year's plan and beyond.</b>
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## REQUIRED ANNUAL PARENT MEETING and COMMUNICATION

**The school** will provide timely information about the Title I program. The Annual Parent Meeting is required and must be a separate meeting with an invitation, its own agenda, meeting notes, and its own sign-in sheet indicating the roles of those in attendance.

Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program, curriculum, academic assessments and state standards. [ESEA Section 1116].

*Include location, flexible time, and proposed schedule of required Title I annual parent meeting to be held during the first quarter of the school year.*

**Response: During our introductory SAC meeting for the first quarter, we will first hold the Annual Title 1 Meeting. It will be held at the BTMS Media Center in the evening, tentatively 5:30 PM. Exact date TBD, but approximately the first week in September. During this meeting we will describe the program, distribute the 25-26 SY Compacts, discuss the PFEP and CNA, and provide an introduction and overview to the Title 1 program and what general and specific services and benefits our stakeholders receive from participating in this federal program. We will review state test scores and standards, and how the school's assessment process and school vision and mission align to students showing their growth and mastery of the challenging standards on the state tests administered throughout the year.**

## **BUILDING CAPACITY OF FAMILIES THROUGH PARENT AND FAMILY EVENTS IN THE 2025-2026 YEAR**

**The school** will implement activities that build the capacity of families to foster meaningful partnerships and enhance skills and knowledge while boosting confidence, all aimed at supporting student success. In planning, the school will consider academic data, barriers to family participation, and stakeholder input.

How will the school implement activities to:

- build capacity for meaningful parent/family engagement?
- foster relationships with the community to improve student achievement?
- support families with students transitioning to Kindergarten, Middle school, or High School.

[ESEA Section 1116]

**Response:**

*The table below outlines the specific capacity-building activities and events.*

Name and Description of Activity/Event and Person Responsible	What will parents learn that will have a measurable, anticipated impact on student achievement?	Proposed Timeline of Event Occuring	What feedback from parents/families will be used to measure effectiveness? (surveys, ticket out-the-door, feedback data, etc.)
Student Success Series - Admin, Reinert (Specific workshops, information sessions, and support for areas of interest and concern specified by the stakeholders in the 24/25 survey. All information given will be tangible, actionable, accessible, and relevant to the families we serve).	They will learn what the standards are for their student's grade level, how they tie to and are measured by state tests, and strategies to reinforce school teachings at home while also providing behavior strategies - all things that correlate with improved student achievement.	Quarterly	Title 1 survey results, feedback surveys after each event
Literacy Night - Admin (A large scale event with teachers across departments, experts in all of the programs and services we offer, and a focus on engagement and literacy building strategies)	Specific strategies for building, fostering, and promoting literacy at school and in the home, as well as putting parents in direct connection with points of contact for all of the services and programs we offer to support our families and community. Parents will learn	Winter	Title 1 survey results, feedback surveys after the event

		to interpret PM data and set goals for their student.		
	Transition to Middle School - Admin (Virtual and In-Person events specifically opening the school to 5th grade families to guide them through the school and its programs, invite them to our family, and begin the crucial work of trust and community partnership building)	Logistics of the school, introductions to staff, procedures, programs and resources, and academic information related to upcoming priority standards and state tests with tips for parents to support at home..	Spring/Q4	Title 1 survey results, feedback surveys after the event

**BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT**

The school will provide professional learning activities to enhance all school staff and faculty skills in forming meaningful partnerships with families and leveraging parent/family talents to support and boost student achievement.

<p>How will professional learning activities build the staff's capacity?</p> <p>Describe the <u>STAFF development activities</u> the school will provide to SUPPORT all school personnel:</p> <ul style="list-style-type: none"> <li>• in the value of contributions of parents and families.</li> <li>• understanding how to work with parents and families as equal partners.</li> <li>• in building ties between parents and families and the school.</li> </ul> <p>[ESEA Section 1116]</p>	<p><b>Response:</b></p> <p><i>The table below outlines the specific staff capacity-building activities and events.</i></p>			
	<p><b>Name of person responsible, description of activity/event, and targeted staff identified</b></p>	<p><b>What will staff learn that will have a measurable, anticipated impact on parent &amp; family engagement?</b></p>	<p><b>Proposed Timeline of PL</b></p>	<p><b>Evidence of Effectiveness</b> <i>Change in practice; 'I used to think, now I think' form; increase in valuing the contributions of parents and families, and/or relationships with families as evidenced through attendance/surveys, etc.</i></p>
	Admin (Carlson), Stakeholder Relationship PD	The importance of stakeholder contributions, strategies for effectively collaborating with stakeholders, methods and expectations for stakeholder collaboration for the 25/26 SY	Preplanning	Contact logs, family survey results
	Admin, Ongoing staff/faculty educations	Reinforcing the ideas of the PD: modeling strategies for difficult conversations, two way communication, positive contact, sharing data with families, etc.	Monthly	Contact logs, family survey results

## COMMUNICATION

Describe how the school will provide regular, two-way, meaningful communication between family	<p><b>Response:</b></p> <p>Regular, two-way communication will be in the form of emails to parents sent using a combination of the Skylert</p>
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<p>members and school staff, and, as required, in a language that families can understand.</p> <p>Include information about:</p> <ul style="list-style-type: none"> <li>• Title I supported programs</li> <li>• Curriculum, forms of assessment used to measure student progress and grade level expectations and achievement levels</li> <li>• Individual student progress</li> <li>• Qualifications of staff (Parents Right To Know)</li> <li>• Opportunities to participate, as appropriate, in decisions relating to the education of their child(ren)</li> <li>• Opportunities for input in the schoolwide plan</li> <li>• PFEP one-pager (translated, as feasible)</li> </ul> <p>[ESEA Section 1116]</p>	<p>program and mail merges. This both allows the information to be easily translated at the touch of a button, and is the overwhelmingly requested format for this communication per the feedback and family surveys. We will also include attachments of fliers and documents in the languages most appropriate for our families. These emails will invite parents to SAC, as well as other opportunities for participation on our campus, and will advertise events where crucial topics are discussed and resources are shared. At these events stakeholders will collaborate and learn about our Title 1 supported programs, how to reinforce curriculum instruction at home, how to unpack and understand standards, and how to be a vital part of the team that ultimately sees student achievement results in the form of state tests. The meaning and value of these tests will also be topics in these events and information specifically provided access to resources and test results will be communicated.</p> <p>As necessary, Parents Right to Know letters will be shared out with relevant families and per the BTMS SOP, and we will also provide a PFEP one-pager synopsis. Throughout this process, parents' feedback will be sought explicitly and repeatedly, with various options for its provision (surveys via links and QR codes, email and other messages, in person, as members of the SAC and at conferences and events, and via social media.).</p>
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## ACCESS TO INFORMED PARTICIPATION

<p>Describe how the school will provide opportunities for the informed participation of parents with limited English proficiency, students with disabilities or migratory children.</p>	<p><b>Response:</b>  Parents of our ESOL/ELL/SWD and Migrant students will receive or be given the opportunity to participate in monitoring progress reports, welcome calls, committee meetings, and multiple event nights where experts and specialists in the type of services most appropriate to their children are provided and discussed. These subgroups of students will have information nights as well as table/booths at all of our PFEP events. We will also provide our resources in the language most appropriate to their needs.</p>
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## COORDINATION WITH OTHER PROGRAMS

<p>Describe how the school will coordinate with other State, Federal or Local Programs to further support parents and families in their student's academic journey.</p>	<p><b>Response:</b> Our parent/stakeholder events will provide platforms and opportunities for collaboration with our social workers and guidance counselors, as well as local stakeholder organizations, to provide a one-stop-shop for our families. This will see our ESOL and Title 9 programs working alongside the Title 1, IDEA/SWD, 504, and FIT/Foster providing resources and working together holistically to support our children whether they need one or many or all of the resources possible from the collective of groups all dedicated to seeing our children grow up to fully actualized citizens. This will also ensure the points of contact for these groups, as well as representatives and leaders from additional supporting organizations, are familiar with one another and can connect a parent to all of the people and resources available to our families.</p>
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## 2025-2026 PFEP Team

Name	Role (Staff, Parent/Family Member, Community Member etc.)
	Principal
Danielle Carlson	Assistant Principal over Title 1
Rachel Bovino	Assistant Principal over Curriculum
Mindi Scala	Assistant Principal over Student Services
Joshua Reinert	Title 1, ESOL, and Testing Coordinator
Ana Blaine	SAC Chair, parent
Siobhan Dowdy	Guidance Counselor

Lillian Tinsley	Guidance Counselor
Sharell Arnevad	Social Worker
Maria Sanfilippo	ESOL Paraprofessional

## DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

<p>Describe how your school PFEP will be shared with families, staff and community. Remember to include strategies for electronic sharing, hard copy sharing, translated copies available for ESOL families, and one-pager availability. Remember, a copy of the PFEP and Title I Compacts should be housed or posted near the front office for visiting parents/families.</p> <p>Explain your school's process for discussing the Title I Compact with families at elementary conference time or process for disseminating Title I Compacts to middle school families for signatures. Include where signed compacts will be housed by</p>	<p><b>Response:</b></p> <p>The BTMS PFEP will be posted to the Title 1 page of the BTMS website with links advertised in social media, fliers, and email. We will also provide access and analysis of the PFEP in person at SAC meetings and school events. This will provide one opportunity to disseminate the PFEP in hard copy. We will also provide printable and translated versions on the website. We will make a limited number of hard copies available during PFEP events, with additional copies stocked in the front office for open parent access. One pager synopses will be shared in hard-copy and electronic forms in all the varieties just mentioned, as well as the Title 1 Compact.</p> <p>Title 1 Compacts, in addition to being available digitally and in the front office, will be distributed to families during their EA home room class. Students will be incentivised to return them signed. These signed forms will be stored with all of the physical Title 1 forms in the Title 1 Admin or Title 1 Coordinator's filing area.</p>
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the school, as required.