



# Title I Parent and Family Engagement Policy 2025-2026

## School Devonshire Elementary

### I. Parent and Family Engagement Policy

- A. List names and roles (teachers, administrators, parents, etc) of persons involved in developing Parent and Family Engagement Policy.

<p>Erik T. Barton, Principal LaDonna Ardrey-Chambers, Assistant Principal</p>	<p>Tori Curtis (9/2025) Nina Mullen (9/2025) Sabrina McNeil (9/2025) Nancy Trapp (9/2025) Salvatore Villari (9/2025)</p>
<p>Parent SIT Members: Erica Herron (8/2025) Gloria Lopez (8/2025) Zoe Reynolds (8/2025) Ivetta Vasquez (8/2025) Dany Horn (8/2025)</p>	

- B. Briefly describe the process your school used to:

1. select participants to develop the policy (school improvement team, parent/family committee)

The participants selected to develop the parent and family engagement policy are elected members of the School Leadership Team.

2. develop policy (1-2 pages max) (policy should reflect Components II through XII taken from Parental Involvement Section 1116 of The Every Student Succeeds Act (ESSA))

3. implement policy

- C. Copy of Policy

### II. Annual Information Meeting

- A. Describe your plan to conduct an annual meeting to inform parents of their school’s participation in Title I Part A. Include strategies to inform LEP parents.

Our initial Title I Meeting will be held on Tuesday, September 16, 2025 as a part of our Back to School Curriculum Night. The meeting will be held at Devonshire from 4:30 - 5:00 pm in person. A presentation will be made addressing the ten required components of a Title I school and how Devonshire is meeting those requirements. Devonshire will also host a session in a Classroom for Spanish speakers with a translator.

### III. Flexible meeting times

- A. Describe your strategies to offer flexible times for parental and family engagement opportunities and meetings.

Parent and Family Engagement opportunities and meetings are held throughout the school year and at varying times of the day based on parent & staff preferences. We will provide virtual and in person opportunities for parent engagement. We will strategically plan family engagement events throughout the school year.

#### **IV. Title I Part A Planning**

- A. What timeline and strategies will you use to involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Part A Program.

Written announcements and Parent Square messages are sent in English and Spanish. Teachers send monthly parent square communication digitally and individual parent square messages throughout the week. All parent communication is translated.

#### **V. Parent Information and Opportunities**

- A. Describe how you will provide parents and families with the following:

1. Timely information about Title I Part A Programs

Written announcements and Parent Square messages are sent in English and Spanish. Teachers send monthly newsletters and individual messages throughout the week via Parent Square. All parent communication is translated.

2. School performance profiles

School performance is shared at School Improvement Team meetings, social media and at general parent events. Parents can access the School Report Card on the Devonshire Elementary Website.

3. Assessment results of their child's performance

- a. Parent teacher conferences are required at three times a year (1st, 2nd, and 3rd quarter)
- b. Teachers make phone, in person, or Parent Square contact with parents continuously throughout the school year
- c. Progress reports and report cards are sent home in the middle and end of every grading period
- d. Per Article 8 Chapter §115C of the General Statutes includes Part 1A, the North Carolina Read to Achieve Program, K-3<sup>rd</sup> grade parents receive a Home Connect letter from the Amplify DIBELS 8 assessment that outlines performance on reading assessment and things to do at home to support reading.

4. A description and explanation of the curriculum, assessment forms, and proficiency levels and state standards. Include strategies to inform parents with language barriers and/or disabilities

Parents received a Parent/Student handbook in English or Spanish. Multiple parent nights are scheduled throughout the year, focusing on the core curriculum. Translators provided through the Title 1 office are present for these events.

5. Opportunities for regular meetings to participate in decision making

Parent input is encouraged during Parent Nights, School Improvement Team, student recognition ceremonies and surveys. Parent input is also encouraged during applicable MTSS meetings and student service support meetings

6. Timely responses to suggestions and questions raised by parents

The Devonshire Elementary expectation is to respond to parent or students questions or concerns within 24 hours. Communication through Parent Square is encouraged and parents are directed to the school website as well.

7. Reasonable access to staff, opportunities to volunteer and participate in child's class

Parents are encouraged to contact their child's teacher(s) when they have questions/concerns. Parents are welcome to volunteer at the school. Volunteer opportunities are shared with parents via Parent Square. Assistance with registering as a volunteer is provided in the front office. A bilingual family advocate and interpreter is also employed to work with parents and encourage participation at the school.

#### **VI. School-Family Compact**

- A. Discuss timeframe and strategies to present and explain compact to parents as it relates to the child's achievement. Include strategies to inform parents with language barriers and/or disabilities

Parents were provided with the Parent Compact at our Back to School Night in October. For any parent who has not returned the compact by Parent Teacher Conference Day, another copy will be provided and an explanation will be provided to the parent. The Compact can also be located on the school website. All compacts have been provided to parents in English and Spanish. There is an English version and a Spanish version.

#### **B. [Devonshire Elementary School Compact](#)**

#### **VII. Building Parent and Family Engagement Capacity**

- A. Briefly discuss how you will address the following:

1. Provide assistance to parents in understanding performance standards, assessment, Title I, monitoring their child's progress, and participating in decisions relating to the education of their child

Parents are made aware of performance standards, assessments, Title I, their child's progress and participating in decisions relating to the education of their child in several ways. Parent learning events are held throughout the school year, beginning with Curriculum Night. At this event, grade level standards and assessments are presented and a Title I information meeting is held for parents. Parents

are invited to all meetings concerning their child's progress (IEP, LEP, Section 504, Intervention Team etc.). All verbal and written communication is translated for families.

2. Provide materials and training to help parents work with their children (literacy training, computer skills, homework assistance/workshops, family literacy nights, adult ESL, GED etc.)

Our Bilingual Family Advocate provides parents with resources in our parent resource area. The materials are provided in English and Spanish. Parents are also encouraged to attend Back to School Curriculum Night.

3. Educate teachers and other staff to work with parents

This year, our teachers are working on creating opportunities for positive interactions/conversations with parents about their child. They are also working on creating two-way communication through Parent Square. Our Beginning Teachers (within their first three of teaching experience), receive monthly support from the leadership team. Every teacher receives an instructional coach to help teachers grow in their practice. Topics include parent/teacher conferences, Teacher Evaluation, Professional Development Plans, Classroom Management Support, Engagement strategies, working with parents to support student behavior, and how to provide parents with resources that they can use at home.

4. Coordinate and integrate parental involvement programs/activities

The school administrative team will meet with the SIT one time per month to coordinate and integrate parental involvement activities. Utilizing key parent events, like student performances, for providing information and gathering feedback will maximize parents' and teachers' time.

5. Develop appropriate roles for community-based organizations and businesses

Our community partners will meet continuously throughout the school year. The meetings are intended to streamline community efforts and focus volunteers towards assisting with meeting the goals of the School Improvement Plan. Our community partners provide financial support and countless volunteer hours to meet our needs.

6. Conduct other activities as appropriate and feasible that is designed to help parents become full partners in the education of their child

Our parents are encouraged to volunteer in the classroom and other areas throughout the building such as the media center, lunch room, and front office with teacher or administrative arrangements. Parents attend field trips, serve as reading buddies, and help with school wide event planning.

7. Ensure that information related to parent involvement is sent home in the language used in the home

Google Translate is used to translate documents into many languages including Spanish, Vietnamese, and Arabic (among many others). The Say Hi app is used when having conversations with parents, students and teachers. Weekly communication is always sent in English and Spanish- this includes Parent Square Messages and monthly emails and texts from teachers.

### **VIII. LEP and Disabled Parents and Families**

- A. Provide full opportunities for the participation of parents with limited English proficiency or with disabilities

Interpreter services are provided at every parent event. Parents with specific disabilities will be accommodated on a case by case basis (such as special seating, videotaped meetings or conference calls).

### **IX. Reservation of Funds: Not less than 1% of the LEA's allocations SHALL be reserved to carry out parent and family engagement activities, including family literacy and parenting skills. (95% of this allotted to individuals Title I schools)**

- A. How will your school ensure a portion of your allotment will be spent on parent and family Engagement?

During the school's budgeting phase, appropriate monies were set aside for parent activities. These monies are applied throughout the school year for specific items/activities for the parents.

- B. How will your school determine how funds will be allotted for parent and family engagement activities?

During planning sessions, the staff members who are planning certain activities for the parents identify those items that are needed to enhance the learning experience for the parents.

### **X. Parent/Family Requests**

- A. Describe how you will provide reasonable support for activities requested by parents and families.

Staff members are expected to attend each parent event as outlined at the beginning of the school year.

## **XI. Annual Evaluation**

- A.** Discuss timeline and plan for involving parents and families in an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools.

Parents provide input during School Improvement Team meetings and Parent Nights as to what support(s) they may need to ensure that their children are afforded optimal opportunities to learn grade level content. A survey will be provided to parents to gather additional feedback. These meetings and events are scheduled throughout the school year, resulting in approximately one event each quarter.

## **XII. Other Parent and Family Engagement Practices** (School may include the following).

Only describe the ones you choose to implement

- A.** Describe how your school addresses the following, **only** if practices are part of your schoolwide plan.

1. Involve parents/families in the development of training for teachers, principals and other educators
2. Provide necessary literacy training

Strategies for teaching reading will be shared at Back to School Curriculum Night.

3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care cost
4. Train parents and families to enhance the engagement of other parents

Support staff members are working with specific parents, asking them to utilize their network of neighbors and community contacts to encourage them to become more involved with the school, showing and helping them learn how they can effectively help to support their child's learning at home.

5. Arrange school meetings at a variety of times or conduct in-home conferences for those unable to attend in school activities
6. Adopt and implement model approaches to improving parent and family engagement