



2026-2027 School Parental & Family Engagement Policy (PFEP)

School: Highlands Elementary School

Each participating Title I public school must develop jointly with families a written school-level Parent & Family Engagement Policy/ Plan (PFEP) that describes how the school will build family capacity [ESEA Section 1116]. Please complete this form and upload it in the [Title I Drive - Teams](#).

Assurances

Please check all the boxes

- ✓ The school will involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent.
- ✓ The school will be governed by the statutory definition of parental involvement and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA
- ✓ Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community.
SAC minutes need to be uploaded documenting the discussion and detailed feedback provided by parents on this plan
- ✓ Involve parents and families, 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 parental involvement policy and the joint development of the schoolwide program plan. **SAC minutes need to be uploaded documenting the discussion and detailed feedback provided by parents on this plan**
- ✓ Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent Engagement policy. **The school will analyze the Title I Stakeholder survey data to develop this plan.**
- ✓ Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals
- ✓ Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field
- ✓ Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section 1116]
- ✓ Publish the complete PFEP on the School website and share it on social media. The school must upload proof of distribution with Title I required documentation.

Principal Name

Tiffany Rosenberger

Principal Signature

T. Rosenberger

1. Involvement of Parents

Describe how your school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of **Title I programs, including involvement in decision-making of how funds for Title I will be used**

The School Advisory Council, through Parent Lighthouse meetings, works collaboratively with parents to gather timely feedback aimed at improving and enhancing school programs that support student success. Additional input is collected during various family events and through surveys. All parents were invited to complete the Title I School Stakeholder Input Survey, allowing them to share their suggestions and help guide the planning and use of Title I funds. This process also gave parents the opportunity to review relevant data to inform decision-making.

2. Coordination and Integration with Other Federal Programs

Describe how your school will **coordinate and integrate** parent and family engagement programs and activities with **Other Federal Programs** such as **Migrant, Head Start, ELL, etc.** Describe how your school will coordinate with other programs to integrate parent and family activities that teach parents how to help their children at home. [ESEA Section 1116]

Parent involvement activities are designed to support school improvement goals and address the most critical needs of students. These events are scheduled at various times to encourage participation, and parent feedback is gathered during each session. Translation services are consistently available to ensure accessibility for all families. Through collaboration with the Parent Involvement Lighthouse Committee and the use of Title I parent involvement funds, purposeful engagement opportunities are created. Each session includes an activity that parents complete with their child—either at home or at school—to enhance academic understanding and promote student leadership. Staff from our ESE and ELL programs work to ensure that all family engagement efforts reflect the interests and needs of our diverse community.

3. Annual Parent Meeting

Describe the **specific steps your school will take to conduct an annual Title I meeting** designed to inform parents and families of participating children about the school's Title I program

To ensure all families are informed about the Annual Title I Meeting, a flyer is sent home in three languages. In addition, a multilingual phone call is made, and details are displayed on the school marquee. Information is also shared through multiple digital platforms, including Twitter, Facebook, Instagram and ClassDojo. On the day of the meeting, a final automated call is sent as a reminder to encourage participation. Every effort is made to ensure families receive timely and accessible communication about this important event.

Provide a description of the nature of the Title I Program that will be shared with parents and families (schoolwide or targeted assistance). Provide a description of how the meeting will cover the rights of parents at the annual meeting. **Schools should use the Annual Title I PPT template provided by FSCG during this meeting.**

During the Annual Title I Meeting, important information will be shared with families, including the Title I budget allocation, communication strategies, a summary of the School Improvement Plan, parent involvement opportunities, and available parent resources. To ensure consistency in messaging, Highlands Elementary utilizes the district-provided Annual Title I PowerPoint template. Additionally, the Parent and Family Engagement Plan (PFEP) is sent home to inform families of their rights. The Principal and Assistant Principals provide further explanation of these key topics. Parents are also notified through official letters if their child is being taught by a teacher who is out of field in any state-certified subject area.

4. Flexible Parent Meetings

Describe how the school will offer a **flexible number of meetings**, such as meetings in the morning or evening.

Parent meetings are scheduled throughout the year at both morning and evening times, offering families flexible options to attend at their convenience.

How will your school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement?

Title I funds will provide services such as childcare and food during parent and family events.

5. Building Capacity

Please describe all activities that will address the following questions.

- How will the school implement activities to build the capacity for meaningful parent/family involvement?
- How will the school implement activities to build community relationships to improve student achievement?
- How will the school provide materials and training to assist parents/families to work with their child(ren)?
- How will the school provide other reasonable support for parent/family engagement activities?
- **How the school will coordinate and provide activities that support student transition (Kindergarten, Middle school, Highschool & College). List at least one activity to support the transition.**

Activity Name	Activity Description and Content	Timeline
Meet the Teacher	Introduce parents to the staff members that will be working with their students this year. Provide contact information of teachers to families and begin communication methods with stakeholders.	August
Annual Title I Meeting	Welcome parents back to school, inform stakeholders on the use and purpose of Title I funds and advertise the upcoming parent involvement events.	August
Curriculum Night	Each grade level has an evening meeting with parents to inform them about grade level expectations. Meeting will be held from the afternoon through later evening to allow for greater participation. Resources will be uploaded for parent access on the HLE website and social media sites.	August
STEAM Night	Each grade level, along with the Math and Science coaches plan and conduct activities related to Science, Technology, Engineering, Art, and Math. These engaging activities parents can take back to their homes to continue learning with their students.	Fall
Literacy Night	Each grade level along with the Literacy Coach plan and conduct activities related to literacy. Activities are such that they can continue to be used at home for students and families to practice key literacy skills.	Spring
Kindergarten Round Up	This event will welcome families of incoming Kindergarten students and will include a presentation of information important for parents to know before for their child starts school, will allow them to meet and talk with school staff, as well as give them a tour of the school and Kindergarten classrooms.	Spring

6. Staff Training

Describe the professional development activities the school will provide to educate the **teachers, specialized instructional support personnel, principals, other school leaders and other staff** with the assistance of parents/families on:

- How to reach out, communicate, and work with parents/families as equal partners
- The value and utility of contributions of parents/families
- How to implement and coordinate parent/families programs and build ties between parents and schools

During teacher pre-service week, staff receive training on best practices for communicating with parents and actively involving them in their child's education. Additionally, front office staff participate in professional development focused on creating a welcoming environment for parents and community members, as well as implementing effective communication strategies. Throughout the school year, teachers are trained to identify students who may be struggling and require Student Success Plans developed with parent input. To accommodate diverse communication needs, teachers use multiple platforms to connect with families. Our tutor support staff also assist by communicating with parents in their home languages, ensuring strong partnerships between parents and school staff.

7. Communication

Describe how your school will provide timely information about the **Title I programs (PFEP Plan, SIP, and any programs funded with Title I)**

At the start of the school year, information regarding the Parent and Family Engagement Plan (PFEP), Family-School Compacts, and the School Improvement Plan (SIP) is distributed to parents through the weekly folder. These documents are provided in three languages and are also available for review at the school office at any time. Additionally, they can be accessed on the school's website. Information about Title I programs is shared during monthly School Advisory Council (SAC) meetings and the Annual Title I Meeting. To keep parents informed of campus activities, a monthly calendar and informational flyers are sent home with students. Parents also receive event reminders through Facebook, ClassDojo, Instagram and automated phone calls or text messages during each parent involvement activity.

How will your school **share with parents** the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain?

During the school-wide curriculum night event, teachers share curriculum and grade level expectations. Teachers keep parents updated with student progress and achievement on report cards, student led conferences and through conferences as requested by the teacher or parent.

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

Monthly SAC and Parent Lighthouse meetings provide parents with updates on school initiatives and student progress, while also seeking their input. Additionally, parents are encouraged to schedule individual conferences with teachers or administrators to discuss any concerns.

How will your parents/families submit comments if the Schoolwide/SIP and Parent and Family engagement plans are not satisfactory to them?

Parents have opportunities to provide feedback at monthly SAC meetings and parent surveys. Monthly SAC meeting information is in each monthly newsletter and calendar, as well as posted outside of the building to inform parents of when the meetings take place. Parents may schedule meetings with teachers and administration about any concerns that arise.

8. Accessibility

Describe how your school offers parent/family engagement activities **for all** parents/families.

(Including parents with limited English proficiency, disabilities, and migratory children).

Bilingual tutors and other multilingual staff members helped ensure that all families had access to important information by providing translation services. Phone messages and key documents were shared in the community's three primary languages: English, Spanish, and Haitian Creole. The school newsletter featured a dedicated parent involvement section, also presented in all three languages. Throughout the year, events were organized to encourage participation from all families, with special consideration given to those following migrant farming schedules. These efforts promoted inclusive communication and strengthened family engagement, supporting student achievement across diverse backgrounds.

Describe how your 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 the parents/families can understand.**

Highlands Elementary School is committed to making parent involvement events accessible to all families. To support participation, activities are offered with the assistance of bilingual staff and multilingual materials. Translation equipment, such as the Talk and Listen system, is used at every event to ensure clear communication. Parents receive flyers and announcements about involvement opportunities in multiple languages. The school also welcomes parents with disabilities by providing accommodations to ensure full access to all events. Each event flyer includes instructions for contacting the Parent Involvement Coordinator to request any necessary accommodations.

9. Barriers

Describe the barriers that hindered participation by parents **during the previous school year**. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children)?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Limited English Proficiency	Provide translators for all meetings
Parents may not be able to attend due to work schedules, sports, and religious or other family responsibilities	Schedules events at various times and throughout the school year.

10. Upload Evidence of Input from Parents on the development of the PFEP

Upload a copy of SAC minutes that include a statement that parents were given the opportunity to discuss and provide input on the **FY27 Parent & Family Engagement Policy (PFEP)** prior to approval. Be specific with the feedback provided by parents. Please upload the document in your school folder in the [Title I Drive - Teams](#).

11. Upload FY27 Parent-School Compact

Upload an electronic version of the FY27 Parent-School Compact. Please upload document in your school folder in the [Title I Drive - Teams](#).

12. Upload Evidence of Parent Involvement in Development of Parent-School Compact

Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY27 Parent –School Compact** prior to approval. Be specific with the feedback provided by parents. Please upload document in your school folder in the [Title I Drive - Teams](#)

Evaluation of the [Previous Year's](#) Parent and Family Engagement Plan

Review your **FY26** School Parent and Family Engagement Policy (PFEP) and complete the sections below.

1. Building Capacity Summary

Provide a summary of activities provided during the **2025-2026** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below.**

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity built parent and family capacity to improve student achievement? If not completed, provide rationale.
Meet the Teacher	1	1,137	Parents were introduced to the staff members who would be working with their students during the school year. Contact information for teachers was provided to families, and communication methods

			with stakeholders were initiated. These efforts helped establish strong partnerships that contributed to student success by fostering a supportive and collaborative learning environment.
FY25 Annual Title I Meeting	1	1,137	Parents were welcomed back to school, and stakeholders were informed about the use and purpose of Title I funds. Upcoming parent involvement events were advertised to encourage family participation. These efforts supported student success by promoting transparency, increasing family engagement, and strengthening the home-school connection.
Curriculum Night	1	1,137	This activity provided parents with an overview of the academic instruction and school and classroom rules and procedures for the school year for each grade level and ESE specialized unit.
Student Led Conferences	1	194	This activity helps families understand better what their child is learning, how their child is progressing, and what specific goals the student is working toward. During the conference, students explain their strengths, areas for growth, academic goals, and evidence of learning, which gives families a clearer picture of how to support learning at home. Parents also learn the language, routines, expectations, and strategies used at school, making it easier to reinforce those same skills outside of the classroom. This shared understanding strengthens the partnership between school and home, increases student ownership of learning, and helps families take an active role in improving student achievement.
STREAM Night	7	267	Each grade level, along with the Math and Science coaches, planned and conducted activities related to Science, Technology, Engineering, Art, and Math (STEAM). These engaging activities were designed for parents to take home and continue learning with their students. This collaboration supported student achievement by reinforcing key academic concepts through hands-on, family-centered learning experiences.
Literacy Night	7	110	Each grade level, along with the Literacy Coach, planned and conducted activities related to literacy. These activities were designed to be easily continued at home, allowing students and families to practice key literacy skills together. This approach supported student achievement by reinforcing foundational reading and writing skills beyond the classroom.
Kindergarten Round Up and PreK Stars on Tour	1	41	New parents of kindergarten students were welcomed to the school with a tour and an information-sharing session.

2. Staff Training Summary

Provide a summary of the **professional development** activities provided by the school during the **2025-2026** school year to educate staff on the importance of Parent and family engagement. The value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity build parent and family capacity to improve student achievement? If not completed, provide rationale
Title 1 Parent Involvement and Engagement	1	27	Staff were informed of the importance of parent engagement through a professional development session. Staff were encouraged to build strong home-school partnerships and provided with strategies to effectively communicate and collaborate with families.

3. Review your FY26 School Parent and Family Engagement Policy (PFEP) Barriers Section.

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

Barrier (Including the Specific Subgroup)	Steps the School took to Overcome	Implementation (Full, Partial, Not Yet)
Limited English Proficiency	Provide translators for all meetings	Partial
Parents from minority backgrounds may be uncomfortable participating in school events	Consciously recruit employees from all backgrounds and to work to recruit employees from community	Partial
Parents may not be able to attend due to work schedules	Schedules events at various times and throughout the school year.	Partial