2026-2027 Parent and Family Engagement Policy

Title I, Part A - Every Student Succeeds Act of 2015 | Baldwin County Federal Programs

Foley Elementary School believes families are essential partners in student learning. This policy explains how the school will work with parents and families to support student achievement, improve communication, and strengthen the connection between home and school. The policy is reviewed and revised annually with parent input and is made available on the school website and in the front office.

2026-2027 ACIP Focus: Increase ELA proficiency by 5 percentage points; increase Math proficiency by 5 percentage points; increase progress for English Learners, students with disabilities, and Tier 2/Tier 3 students by 5 percentage points; and improve attendance, engagement, and positive behavior by reducing chronic absenteeism and strengthening school connectedness.

Required Title I Parent and Family Engagement Actions

Requirement	How Foley Elementary Will Meet the Requirement
Joint development, review, and distribution	Parents help review and revise this policy, the School-Parent Compact, the ACIP, and family engagement activities through PAC/ACIP meetings, parent surveys, conferences, and feedback forms. The policy is shared in print and digital formats.
Annual Title I meeting and flexible opportunities	Foley Elementary will hold an Annual Title I Meeting in August 2026 and provide additional opportunities, including mid-year updates, family nights, conferences, and meetings scheduled at reasonable times.
Parent input and decision-making	Parents are invited to serve on the Parent Advisory Committee, ACIP Team, Title I planning meetings, and family engagement reviews. Parent comments and concerns are shared with the district when required.
Curriculum, assessments, and progress	Families receive information about Alabama standards, BCBE pacing guides, classroom expectations, STAR, i-Ready, ACAP, ACCESS, report cards, progress reports, MTSS/intervention progress, and ways to support learning at home.
School-Parent Compact	The compact is reviewed with families and students and used during conferences and family events to connect school, parent, and student responsibilities to individual student achievement.
Capacity-building for families and staff	The school will provide family-friendly resources and training in reading, math, attendance, assessment results, technology, MTSS, intervention supports, and Title I parent rights. Staff will strengthen family communication and partnership practices.
Accessible, two-way communication	Information will be shared through ParentSquare, newsletters, the school website, social media, conferences, emails, calls, and student folders. Translation and interpretation will be provided to the extent practicable.
Annual evaluation and improvement	The school will review survey results, parent participation, ACIP feedback, attendance, academic data, and family needs each year to improve the policy, compact, and engagement activities.

Parent and Family Engagement Goals and Activities

Goal	Activities	Person Responsible	Desired Outcome
Family participation in learning	Title I meeting; academic family nights; parent resource room; Read Across America; Book Fair; Friday Parent Lunches; Character/Leadership events.	Teachers, staff, coaches, admin	Families learn home strategies for reading, math, attendance, and school success.
Parent input in school decisions	PAC and ACIP meetings; Title I surveys; parent feedback; annual review of policy, compact, and engagement activities.	Admin, teachers, Guiding Coalition	Parents help plan, review, and improve Title I work, ACIP priorities, and family engagement.
Progress communication	Progress reports; report cards; conferences; teacher communication; STAR, i-Ready, ACAP, ACCESS, attendance, and MTSS updates.	Teachers, coaches, intervention team	Families understand student progress, goals, interventions, and next steps for learning.
EL, SPED, and Tier 2/Tier 3 support	Translated notices/interpreters when practicable; parent-friendly MTSS/PST explanations; home practice resources matched to needs.	EL, SPED, intervention team, admin	Families understand support plans and targeted student growth.
Attendance and school connection	Attendance reminders; outreach; counselor/social worker/DENS supports; clear arrival, dismissal, safety, and behavior expectations.	Attendance team, counselors admin	Families and school reduce chronic absenteeism, strengthen belonging, and increase learning time.

Use of Parent and Family Engagement Funds

BCBE reserves the required Title I parent and family engagement funds. Foley Elementary may use funds for parent resource materials, family literacy and math resources, translation/interpretation, communication and postage, parent meetings, academic family nights, and activities aligned to ACIP goals. Parents may provide input on the use of funds through surveys, PAC/ACIP meetings, Title I meetings, and direct communication with the school.

Accessibility, Requests, and Availability

Foley Elementary will provide opportunities for participation for all families, including families with limited English proficiency, families with disabilities, and families of migratory students, to the extent practicable. Families may request support, translation, interpretation, meeting accommodations, or additional information by contacting the front office at (251) 943-8861.

This policy is available on the school website and in hard copy in the front office. Revised: July 2026