

Horseshoe Bend School

Title I, Part A School Parent and Family Engagement Policy

Horseshoe Bend School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Varied options exist for input. At the end of each school year, meetings are held in the form of Grade Level Advisory meetings with all parents to share about scheduling, making recommendations and addressing concerns. Parents and families are included in the planning process at each school when developing the school plan. All Pre-K-12 schools conduct a survey at the end of the school year to determine needs of the parents and families. Parents and families are provided methods and materials to help their child succeed. Additionally, there is an Annual Title I meeting where concerns may be addressed. The plan is also posted for everyone to review.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Multiple options exist for input and, ultimately, a recommendation for an amendment. At the end of each school year, meetings are held in the form of Grade Level Advisory meetings with all parents to share about scheduling, making recommendations and addressing concerns. Parents and families are included in the planning process at each school when developing the school plan. All Pre-K-12 schools conduct a survey at the end of the school year to determine needs of the parents and families. Parents and families are provided methods and materials to help their child succeed. Additionally, there is an Annual Title I meeting where concerns may be addressed. The plan is also posted for everyone to review.

Describe how the Local Educational Agency (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, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Curriculum and Instruction personnel from the Central Office will meet with administrators and instructional coaches to review data and analyze student progress and changes that need to be made. Principals will collect “Professional Development Review Forms” following professional development. The form identifies what was learned and what will be implemented in the classroom. Informal and formal walk-throughs, teacher implementation, and student interaction/understanding will be observed. Data and teacher feedback will determine the professional development to be provided and what the immediate and long-term goals are for the students. Benchmarks are given during the fall, winter, and spring (Renaissance), and a summative test is given in the spring (ACAP).

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

In order to promote the Annual meeting, we used Facebook, sent home flyers, used the call-out system a minimum of three weeks in advance. It was held this year on Tuesday, September 6 at 5:30 p.m. The itinerary and sign-in sheets were given to the Central Office for verification.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA 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 (ESSA Section 1116[c][3]):

Varied options exist for input. At the end of each school year, meetings are held in the form of Grade Level Advisory meetings with all parents to share about scheduling, making recommendations and addressing concerns. All Pre-K-12 schools conduct a survey at the end of the school year to determine needs of the parents and families. Parents and families are provided methods and materials to help their child succeed. Additionally, there is an Annual Title I meeting where concerns may be addressed. The plan is also posted for everyone to review.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; 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 the challenging State academic standards; and 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 (ESSA sections 1116[c][4][A-C]:

Parent Compact, Parent Non-HQ Letter and flyer with all relevant information regarding Title I sent home during the first week of school. Flyers, data-based decision, parent recommendations, parent callout and Facebook are also used as varied mediums of shared information. Benchmarks are given during the fall, winter, and spring (Renaissance), and a summative test is given in the spring (ACAP). Horseshoe Bend School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on September 6, 2022.