

## **Talbot County Public Schools**

### **Title I Parent and Family Engagement Plan**

**2021-22**

***(Note: Other than a portion of the Title I Coordinator's salary, TCPS chooses to use ALL of its available Title I allocation for school-based programming and staff. If you wish to make comment or suggestion about this choice, please send your feedback to Mr. James P. Redman, TCPS Coordinator of Title I Programs at [jredman@talbotschools.org](mailto:jredman@talbotschools.org))***

Parent and family engagement efforts should be aimed at developing a climate of open communication and trust whereby parents are welcomed and viewed as an integral part of the education process. School personnel should recognize and value the role of parents and family members as the child's first and most influential teacher(s) and that parents and families should be involved in their child's education. Community involvement is important for supporting and enriching the educational environment.

To support this, the TCPS District Title I office will:

1. Involve parents and families in jointly developing, reviewing and revising the TCPS Parent and Family Engagement Policy #11.11 and Title I Parent and Family Engagement Plan, which is part of Talbot County Public School's Master Plan.
  - At least annually, invite parents and families from each Title I school to review, provide feedback, and revise the district-wide Title I Parent and Family Engagement Plan, Home/School Compact and the reservation of parent/family engagement funds at times that are convenient to parents and families (day/evening/via email).
  
2. Provide coordination and technical assistance to assist schools in planning and implementing effective parent and family engagement activities to improve student achievement and school performance throughout the year.
  - The Title I Coordinator will visit each Title I school quarterly, assist schools

with the coordination of parent and family meetings (as needed) to develop the school-based plan, monitor and implement the plan and/or provide technical assistance to school staff as needed. [L] [SEP]

- TCPS will recruit bi-lingual volunteers and community members and train them to be interpreters through a partnership with the Talbot Family Network (Strategic Plan). [L] [SEP]
- Acclimate all families in accessing information and services to best support their students' education by creating flyers and/or multi-media presentations to help families navigate our school system, update our school websites to be more informative and provide hands-on parent workshops of how to access key information (Strategic Plan). [L] [SEP]

3. Provide assistance to parents and families in understanding Maryland's academic content and student academic achievement standards, state and local academic assessments, Title I requirements as well as how to monitor a child's progress and to work with educators to improve student achievement by: [L] [SEP]

- Maintaining and updating TCPS website including information on Title I, state academic content and achievement standards, and state and local assessments.
- Including the ESSA Title I requirements in the materials which are distributed at the annual Title I school-based meeting for parents and families, school newsletters, and with the parent and family compact information. [L] [SEP]
- Posting Parent and Family Engagement policies of the Talbot County Public Schools Title I Parent and Family Engagement Plan at each school and on each school's website for parents to view. [L] [SEP]
- Providing Power School Parent access to parents/guardians, giving parents web-based access to monitor their child's attendance, discipline records and

grades.

- Provide training specific to the needs of parents and families of students with disabilities, experiencing homelessness, in foster care, English learners and migratory children. [L] [SEP]

4. The TCPS Title I Office, will provide materials and training to schools to help parents/guardians work with their children to improve achievement.

- At least annually, administer the Title I Parent and Family Interest Survey to help identify and design workshops for schools that encourage and support parental and family engagement. [L] [SEP]
- Provide tips for parents and families on how to support student learning at home on the TCPS website and in parent-friendly monthly school newsletters. [L] [SEP]
- During each semester, ensure that parent outreach activities are held at varied times (day and evening) focused on reading, math, science, MCAP, WIDA and/or technology. [L] [SEP]

5. Educate instructional staff, with parental and family assistance, in the contributions of parents and families, and how to reach out and communicate with parents and families as equal partners.

- Include Title I parents on the district Citizens Advisory Committee at the TCPS Board of Education. This committee reviews all policies and communicates the impact of policies upon the lives of families and instructs the Board on how to work more effectively with parents and families. [L] [SEP]

- Include Title I parents/guardians on the Superintendent's Parent Advisory Council. This committee reviews all policies and communicates the impact of policies upon the lives of families and instructs the Board on how to work more effectively with families. [SEP]
- Develop intentional strategies to increase engagement of Title I parents and families on school committees. The TCPS Title I Coordinator is directed to research effective practices for parent and family engagement and define opportunities for parent engagement and advertise them (Strategic Plan). [SEP]
- Conduct a yearly comprehensive Superintendent's parent survey. Parents/guardians are asked to evaluate every aspect of the school system and all aspects of their child's education, including parental and family involvement. Parents are also asked to rate priorities for the next budget cycle. Data is broken down by school as well as reported by district. This instrument is utilized to facilitate parental instruction of school staff on how to work with families and teach their children more effectively. The survey is available in Spanish as well as English and is posted on the website.
- Analyze results from the Title I parent/guardian survey and the TCPS District Parent & Family Engagement Evaluation to identify barriers to full participation and to incorporate suggestions for spending PFE funds, as well as identifying professional development topics for faculty and staff on how to communicate with and work with parents and families as equal partners. The TCPS Coordinator of Title I Programs will use the results of the survey and PFE Evaluation to design/revise the Plan, incorporating evidence-based strategies for more effective parental involvement. [SEP]
- The TCPS Title I Coordinator will assist the school staff to host parent walkthroughs in all Title I buildings to check on the school culture regarding parents as visitors and volunteers. Information from the walkthroughs will be shared and discussed with school improvement teams. TCPS School

Messenger provides email access to news bulletins and updates for individual schools and the district. TCPS also communicates on Facebook, Instagram and Twitter. [L] [SEP]

- The Superintendent conducts community and parent forums and surveys as part of the budget process.
- The Superintendent conducts forums with community and parents as part of a strategic planning process. [L] [SEP]

6. The Title I office in coordination with the Judy Center, located on the Easton Elementary School and St. Michaels Elementary School campuses, will coordinate and integrate parent involvement programs and activities with other programs (Head Start, Early Head Start, public pre/K, private preschool and child care, Chesapeake Multicultural Resource Center, and BAAM, Inc.) that encourage and support parents and families to more fully participating in the education of their children.

- The TCPS Early Childhood Supervisor serves on the advisory board of the Judy Centers and the Talbot Early Childhood Advisory Council. [L] [SEP]
- Provide monthly parent workshops and provides transitioning activities for families as the children move from community early childhood programs into Easton Elementary School and St. Michaels Elementary School. [L] [SEP]
- Coordinate early childhood services for families and also sponsors summer programs for preschool age children so that services are in place year-round. [L] [SEP]
- Provide transitioning activities at Easton, Tilghman, St. Michaels and White Marsh Elementary Schools for incoming Pre/K and Kindergarten students. [L] [SEP]

7. Written communication will be provided to parents and families, to the extent possible, in a language and format they can understand (free from educational jargon and acronyms) and translated appropriately. <sup>[[ ]]</sup><sub>[SEP]</sub>
8. The Title I office will pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. <sup>[[ ]]</sup><sub>[SEP]</sub>
9. Maximize parental and family involvement and participation in their children's education by arranging school meetings at a variety of times or conducting telephone conferences between teachers and other educators who work directly with participating children and parents/guardians who are unable to attend those conferences at school. <sup>[[ ]]</sup><sub>[SEP]</sub>
10. School level data from the Superintendent's Parent Survey will be utilized by the TCPS Title I office to determine technical assistance needed in the schools regarding parent involvement components in their school improvement plans.