



At Emereau, we illuminate to embark; we investigate to discover; we innovate to transform; we cultivate to sustain; we celebrate to thrive - realizing the potential within us - we graduate. E=i3c 2g!

Illuminate Investigate Innovate Cultivate Celebrate Graduate

Parent/Guardian and Family Engagement Plan

The Board of Directors acknowledges the significance of family engagement in a child's academic success and is certain that the education of children is an ongoing collaborative partnership between the home and the school. Parents/Guardians and other family members are their children's first teachers; therefore, the continued involvement of parents/guardians and family members in the educational process is most important in nurturing and increasing educational achievement. School officials shall strive to support parents/guardians and provide parents/guardians and family members with meaningful opportunities to become involved in the programs offered by our Title I school. The Board encourages parents/guardians and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENT/ GUARDIAN AND FAMILY ENGAGEMENT

For the purposes of this policy, the term "parent/guardian and family engagement" means the participation of parents/guardians and other family members in regular, two-way and meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents/guardians and family members play a vital role in supporting their child's learning;
2. that parents/guardians and family members are encouraged to be actively involved in their child's education at school;
3. that parents/guardians are full partners in their child's education and parents/guardians and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school uses events to support parent/guardian and family engagement in the Title I programs.

PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school's challenging academic standards. The Title I program delivers instructional activities and supportive services to eligible students over and above those provided by the regular school program.

C. ANNUAL TITLE 1 MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents/guardians of students participating in Title I programs to a meeting to explain parent/ guardian rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents/guardians and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent/ guardian and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent/guardian and family engagement plans.

- August 21, 2025 and January 22, 2026- Curriculum Night: Head of School will distribute a presentation about Title 1 and school-wide participation; it will be publicized on the school website, weekly Swift K12 administrative announcement, and teacher's newsletters and electronic communication

The board believes that the involvement of Title I parents/guardians and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school personnel shall strive to conduct outreach to parents/guardians and family members and involve them in activities throughout the school year.

School leadership shall ensure that this parent/ guardian and family engagement policy and plan is developed with, agreed upon, and annually distributed to parents/guardians and family members of participating students.

In addition, school officials and Title I school personnel shall do the following:

1. Involve parents/guardians and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents/guardians on the school advisory committee and any committees that review the Title I program;
 - SIT parent/ guardian representatives from K-2, 3-5, middle grades:
 - Patsy Moffat- (3-5)
 - Tatianna Ramos - (K-4)
 - Jennifer Leggett - 3- 8
 - Tonnisha Rogers - (K-2)
 - Jeremy White - (3-8)
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity in planning and implementing effective parent/ guardian and family engagement activities that are designed to improve student academic achievement and school performance;
 - Parent/Guardian Conferences– scheduled throughout the year in conjunction with the academic calendar
 - Newsletters- classroom teacher to families
 - ClassDojo- classroom teacher/family continuous connection
 - Remind 101- Middle school classroom teacher/family continuous connection
 - Infinite Campus - administrative announcements (weekly)
 - Parent/Guardian Portal Infinite Campus (K-8); Foodease- to include training
 - Concerts (K-8)
 - Theater performances (5-8)
 - Clubs- Academic and special interest
 - College and Career Fair- student-led with assistance from guidance department/ community involvement
 - Exploration Expo
3. Coordinate and integrate parent/ guardian and family engagement strategies in the Title I program to the extent feasible and appropriate with parent/ guardian engagement strategies established in other federal, state, and local laws and programs;
 - Family Nights
 - Exploration Expo- to celebrate the diversity of all aspects and interests of our students- to include but not be limited to ethnic, strengths and hobbies
 - Obtain recommendations from staff
 - Contact recommended parents/guardians to extend an invitation
 - Ensure student population is well-represented (race, grade levels, gender, SES, EC...)
4. With the meaningful involvement of parents/guardians, conduct an annual evaluation of the content and effectiveness of the school parent/guardian and family engagement policy and program in improving the academic quality of the school and assisting students to meet the school's academic standards. This evaluation shall identify the following:
 - a. barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency have limited literacy or are of any racial or ethnic minority background);
 - Financial constraints to make added trips to school

- Time constraints
 - Non-traditional family dynamics - single parent/guardian homes, grandparent/guardian homes
 - Language barriers
 - Understanding of classroom/school dynamics; ex: expected role of parent/guardian involvement within the classroom
- b. the needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers, and;
- Understanding rigor
 - Behavior expectations
 - Open classroom concept
 - Grading
 - Use of parent/guardian portal
 - Consistent/regular two-way communication: home to school and school to home
 - Relationship building opportunities between families and teachers
 - Understanding of NCSCOS and learning expectations to reach success
- c. strategies to support successful school and family interactions.
- Linking with families to learn about their needs and being sympathetic toward their needs through school involvement events such as Exploration Expo, concerts, and theater productions.
 - Suggestion Box in the front of school and at events
 - Digital survey
 - Parent/Guardian input of needs/concerns through PTO and SIT representatives

The school will use these findings to design evidence-based strategies for more effective parent/guardian involvement, and revise, if necessary, the parent/guardian and family engagement policy.

ADOPTION

The Emereau: Bladen Parent/Guardian and Family Engagement Policy/Procedures have been developed/revised jointly with and agreed upon with parents/guardians as evidenced by meeting minutes.

The Parent/Guardian and Family Engagement Policy/Procedures were developed/revised by Emereau: Bladen School Improvement Team on 6/17/2025 and will be in effect for the period of the 2025-2026 school year. The school will distribute these Parent/Guardian and Family Engagement Policies/Procedures to all parents/guardians and make it available to the community on or before 08/01/2023.

Polly M. Hancock
Signature of Title 1 Authorized Representative

7/10/25
Date