Dale R. Fair Babson Park Elementary 2026-2027
Title I Part A Parent and Family Engagement Plan

I, **Elizabeth Tyler,** do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures, administrative and programmatic requirements, and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All documents necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the project's termination date. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

☒	The school will be governed by the statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101(39);
☒	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(a)(b)(1) and (c)(3)];
☒	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
☒	Engage parents and family 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 parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1116(c)(3)];
☒	Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement and to revise, if necessary, the school's parent and family engagement plan [Section 1116(a)(2)(C)];
☒	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and families of participating children the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
☒	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
☒	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
☒	Provide each parent and family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section1112(c)(1)(A)(ii)].

Elizabeth Tyler

Signature of Principal/School Administrator

11/4/2026

Date Signed

NEEDS ASSESSMENT

The Need Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way, decisions are not arbitrary but data-driven and purposeful.

PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal Overview from the Previous Fiscal Year

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
$3,403.07	**$3,403.38**	**$0**
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.		

PROGRAMMATIC OVERVIEW FROM THE PREVIOUS FISCAL YEAR

Summary of Parent Engagement Events from the Previous Year		
Name of Activity	**Number of Participants**	**Results of Evidence of Effectiveness**
Parent Workshops	**274**	**Number of students represented and evaluations**
Family Night Check-Out	**892**	**Number of families in attendance and sign-in sheets**
All Pro Dad Nights	**732**	**Number of families in attendance and sign-in sheets**
Kindergarten Support Nights	**200**	**Number of families in attendance and sign-in sheets**
Bring Your Parent to School Days	**288 (no 5th Grade)**	**Number of parents in attendance and sign-in sheets**
Kindergarten Day	**74**	**Number of students represented and evaluations**
Grade Level Parent Nights	**128 (No 1st Grade)**	**Number of families in attendance and sign-in sheets**

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included in the Parent and Family Engagement Plan of the prior school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation of why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year.

According to the information gathered from parent evaluations, parents:

- **Feedback from the Parent Workshops was extremely positive and complimentary. Parents felt the workshops were beneficial and would prove to be helpful for their student's success in that grade level. Some particular comments included but aren't limited to; seeing their child's daily schedule, weighting of the grades in the content areas, parent packet being distributed for take home and future referencing, specific examples of how the parents can assist at home making their student successful, homework expectations and explanation.**

BARRIERS

Using previous year's financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.
1. **Work Schedules** 2. **Lack of Interest** 3. **Lack of Confidence** 4. **Transportation Issues** 5. **Childcare**
(1) Prioritize the Top 3 barriers (it may be possible to combine some), and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).
1. **Work Schedules- Provide video taping of material covered to allow viewing.** 2. **Childcare- Provide on-site childcare.** 3. **Lack of Interest- Publicize the event and provide an incentive.**
What are the outcomes/goals for the current school year for parent and family engagement?
The outcomes/goals for the current school year for parent and family engagement are to be selective and prioritize only the most impactful events to increase the number of parents in attendance.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

ACCESSIBILITY

Describe how the school will provide full opportunities for <u>all</u> parents and families to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs, such as parents with special transportation needs, parents who work multiple jobs, court-appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, and parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?
The Title I Parent Workshop nights will be held at the beginning of the school year on three different dates to accommodate all six grade levels. Anyone that cannot attend will be asked to schedule a parent/teacher conference to discuss the content of the meeting. There will be translators available during all three evenings to assist as needed.
Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and language that the parents and families can understand.
All information related to school and parent and family programs, meetings, school reports and other activities will be reviewed at the parent meetings and parent/teacher conferences. Parents will be informed of all programs, school reports and activities through weekly communication reports and grade level newsletters that are sent home each week. Fliers will be sent home as well as advertisement through our Facebook page, REMIND messages, school wide/grade level School Messenger call outs, school marquee sign, and handwritten notes or reminder stickers in each child's agenda.
What are the different languages spoken by students, parents, and families at your school? **Spanish & English**

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I and Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

1. **Information about Title I and other programs and activities during the year will be communicated as far in advance as possible with the goal of at least two weeks in advance.**
2. **Tools/Resources for Communication include;**
   - **School Marquee Sign**
   - **Fliers Sent Home**
   - **School Messenger Phone Message Call Outs**
   - **REMIND App Messages**
   - **Facebook Social Media Posts**
   - **Student Agendas**
   - **Weekly Communication Reports**
   - **Weekly Grade Level Newsletters**
   - **DRF BPE School Website- www.babsonparkelementary.com**

How will the school describe and explain (1) the curriculum at the school, (2) the forms of assessment used to measure student progress, and (3) the achievement levels students are expected to obtain?

All three areas of information will be described and explained at the Parent Workshop Nights, Bring Your Parent to School Days, Parent/Teacher Conferences (minimum of 2 per year), Email/Text messages to parents, Home Visits, IEP Meetings, SAC and PTO Meetings,

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

Parents are invited to attend the School Advisory Council Meetings held throughout the year and advertised on the school calendar, school marquee, and social media posts. These meetings will foster Title I discussions, school improvement ideas, well as parental involvement activities.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about implementing the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

We will submit any comments/suggestions/concerns through written notice with a follow up phone call.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families?

The Parent and Family Engagement Plan is published and communicated to the School Advisory Council as well as posted on our school website, www.babsonparkelementary.com. Copies are available to parents by request by coming to the front office or requesting a copy be sent home with their child.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant, what is available to parents, and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Please explain how the school involves parents and families in an organized, ongoing, and timely manner in the planning, reviewing, and improvement of Title I programs, including involvement in decision-making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].
Parents are invited to attend the School Advisory Council Meetings held throughout the year. During these meetings Title I items will be discussed and this allows the opportunity for families to be involved in the decision-making process for Title I funds. These agenda items include but are not limited to; parent involvement funds, our school's Compact for Learning, our school and charter system's Parent and Family Engagement Plans.
How will the school provide with Title I funds, transportation, childcare, or home visits such services related to parent engagement to remove barriers so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]
<u>Transportation</u>- No Title I funds were used. Perhaps the use of the LWCS Vans may be an option. **<u>Childcare</u>- Childcare was not provided on site this past year for the Parent Workshops. However, Childcare was provided during the Bring Your Parent to School Days. No Title I funds were used.** **<u>Home Visits</u>- Teachers made numerous home visits. No Title I funds were used.**

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]
Parent input was gained through conversations as well as evaluation sheets following the meetings.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?
The documentation the school has that the parents' needs were assessed are parent feedback, evaluation forms, and School Advisory Council and DRF BPE PTO meeting minutes.
How flexible meetings will be offered to accommodate parents? Check all that apply. ☐ AM Sessions based on documented parent feedback ☐ PM Sessions based on documented parent feedback X **AM & PM Sessions (Same content to appeal to more parents)** ☐ Other _____

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the school's Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]
1. Published through all avenues as previously mentioned. **2. Explanation video from administration.** **3. Printed meeting notice in agenda for every student.** **4. Parent packets supplied for each parent in attendance. Then sent home with those who were not in attendance.** **5. PowerPoint presentations by teachers during the meeting.** **6. Evaluation sheets for parents to complete following the meeting.**
Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.
The school principal makes an announcement in forwarding and attendees of the purpose, and the benefits of this federally funded program. This information is also printed in all students' agendas.

Please describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.
1.) The information will be reviewed during the teacher's presentation. **2.) At the start of the meeting the school principal will make an announcement.**
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?
Parents without access to technology will be notified of various events, school updates, and student progress through numerous avenues. Teachers may write daily notes in student agendas. Weekly Communication Reports are sent home. These reports contain handwritten information specific to that child. Fliers, notices, School Messenger phone callouts, REMIND app messages, School Messenger text, and the school marquee are other ways of keeping parents informed.

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be viewed as an End-of-year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the year's successes.

Describe the strategy that will be implemented to conduct the Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.
Parents are invited to the School Advisory Council meetings held throughout the year to discuss Title I as well as parental involvement activities at Dale R. Fair Babson Park Elementary. Parents are also invited to the School Advisory Council meeting to revise the Compact for Learning and the Parent and Family Engagement Plan. Afterward both are submitted for approval at the next School Advisory Council meeting.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards, State and local assessments, how to monitor their child's progress and work, literacy training, how to use technology and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align with this section to achieve the Title I Schoolwide plan goals by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS & FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities to build the capacity for meaningful parent and family engagement?
Dale R. Fair Babson Park Elementary will continue to implement activities such as parent workshop nights, Kindergarten, Support nights, library, checkout, nights, and bring your parent to school days to build capacity for meaningful parent and family engagement. All pro Dad activities, PTO Events, and Super Gnat programs are even more opportunities for parents and family members to engage with their child/children.
How will the school implement activities to build a community relationship to improve student achievement?
Dale R. Fair Babson Park Elementary will continue to use Warner University, Webber International University, and community volunteers to help mentor and tutor students.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to achieving goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	Measurable Anticipated Impact on Student Achievement	Month Activity will Take Place	Evidence of Effectiveness	Budget *(if applicable)*
Parent Workshops	**Teachers/Admin.**	**Increased Learning Gains**	**08/2026, 09/2026**	**Number of parents attending, evaluation sheets, sign-in sheets**	**$0**
School Advisory Council Meetings	**SAC Chair, Title I Facilitator**	**Increased Learning Gains**	**08/2026-04/2026**	**Number of parents attending, sign-in sheets**	**$0**
Bring Your Parent to School Day	**Teachers**	**Increased Learning Gains**	**09/2026-03/2026**	**Number of parents attending, evaluation sheets, sign-in sheets**	**$0**

BUILDING THE CAPACITY OF TEACHERS/STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, on the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in developing training for teachers and educators to improve training effectiveness. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff on:
…the assistance of parents and families and the value of their contributions.
Administration and teachers present activities on communicating and working with parents and volunteers. These activities will increase the level of communication between parents, Volunteers, and Teachers.
…how to reach out to, communicate with, and work with parents and families as equal partners.
Administration and teachers present activities on home visits and parent conferences.
…implementing and coordinating parent and family programs and building ties between parents and families and the school.
Kindergarten Support Nights along with home visits, encourage and support parents in more fully participating in the education of their children. Also, Family Night, Check-Out, All Pro Dad Nights, as well as School Advisory Council meetings and Bring Your Parent to School Days contribute to parents being involved in their children's education.
(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?
Fall 2026 **Sign-In sheets and Agenda**

COLLABORATION OF FUNDS

Choose all that apply.	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school-level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
X	**IDEA** - The Individuals with Disabilities Education Act	**The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give family strategies for providing a safe environment.**
X	**Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	**The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.**
☐	**SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools in providing supplemental instructional opportunities.	
X	**Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers.	**The staff at DRF BPE will participate in staff meetings, professional development conferences, and school-based PLC meetings throughout the year focusing on effective, standards-based instruction using research-based principles and practices in learning.**
X	**Title III, Part A** – Helping English Language Learners achieve English proficiency.	**Classrooms are equipped with Spanish/English dictionaries. Students and families are provided with specific translated materials, and ELL translators are made available as needed. Dedicated paraprofessional to support student learning.**

Schools may add lines as needed.