

**Brazosport ISD Family and Community
Engagement Plan
2019-2020**



For the 2016-17 school year, Brazosport ISD was the recipient of the TEA High-Quality Prekindergarten grant. <http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102aa.html> The goal of this grant was to “provide opportunity for districts to expand and enhance high-quality prekindergarten programs for qualifying students.”

For the 2017-18, all Texas districts are required to meet the [requirements](#) outlined in the previous year’s grant now specified in Rider 78. [Rider 78 FAQ](#).

Family engagement as defined by TEA is the mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement and to support family well-being and the continuous learning and development of children, families, and educators. Family engagement is fully integrated in the child's educational experience and supports the whole child and is both culturally responsive and linguistically appropriate.

For 2019-20 each school district or an open-enrollment charter school shall develop, implement, and make available on the district, charter, or campus website a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. An effective family engagement plan creates a foundation for the collaboration of mutual partners, embraces the individuality and uniqueness of families, and promotes a culture of learning that is child centered, age appropriate, and family driven.

TEA has defined six family engagement categories that must be supported within the local family engagement plan. The following pages outline the six areas and list district activities to support each family engagement category.

1. Facilitate family-to-family support.

Create a safe and respectful environment where families can learn from each other as individuals and in groups;

Invite former program participants, including families and community volunteers, to share their education and career experiences with current families; and

Ensure opportunities for continuous participation in events designed for families by families such as training on family leadership

- Parent Teacher Associations/Parent Teacher Organizations
- Campus Shared Decision Making Committee
- District Community Meetings held throughout the District
- Title 1 Campus Meetings
- Volunteer opportunities
- PK Round-Up Activities
- Campus Community Partners
- Parental Involvement Conference

2. Establish a network of community resources.

Build strategic partnerships;

Leverage community resources;

Monitor and evaluate policies and practices to stimulate innovation and create learning pathways;

Establish and maintain partnerships with businesses, faith-based organizations, and community agencies;

Identify support from various agencies, including mental and physical health providers;

Partner with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings;

Provide and facilitate referrals to family support or educational groups based on family interests and needs;

Communicate short- and long-term program goals to all stakeholders; and

Identify partners to provide translators and culturally relevant resources reflective of home language

- Collaboration with Brazoria County and Upbring Head Start
- District Family Support Services
- District and Campus Health Fairs
- Special Education Parent Trainings

● Communities in Schools
● Boys and Girls Club
● Harvard Family Engagement in Education Program – Skill Building for Parents
● Breakfast in the Classroom and Summer Meals Programs
● Summer School and Campus Enrichment Programs
● Stephen F Austin School Based Mental Health site locations
● Brighter Bites Fresh Fruits/Veggies family partnership
● Houston Food Bank (Freeport Intermediate) Food market
● Loving BISD - Church/School District Partnership
● Brazosport Cares Food Pantry - Student Backpack Program
● True to Life Ministries - Belay mentoring program and student success coaches
● Lift-Up Mentoring
● Bay Area Council on Drugs and Alcohol - providing counseling, mentoring, parent information sessions
● Free after school programs provided by local churches (First Baptist of LJ, The Lighthouse Church, St. Timothy's Episcopal)
● Youth and Family Counseling - provides free/reduced counseling for BISD students and families

3. Increase family participation in decision making.

Develop and support a family advisory council;

Develop, adopt, and implement identified goals within the annual campus/school improvement plan targeting family engagement;

Develop and support leadership skills for family members and providing opportunities for families to advocate for their children/families;

Collaborate with families to develop strategies to solve problems and serve as problem solvers;

Engage families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication;

Develop, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress;

Provide each family with an opportunity to review and provide input on program practices, policies, communications, and events in order to ensure the program is responsive to the needs of families; and

Use appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan

- Title 1 Parent Advisory Committee Meetings and Campus Parent Compact
- Campus Shared Decision Making Committee

- PTA/PTO Participation
- District Parent Satisfaction Survey
- District Social Media Opportunities
- Campus Event Evaluations for Parent Feedback
- Campus Weekly Communication Folders
- District Surveys
- School Health Advisory Council
- Read 2020/Free Read Jamboree

4. Equip families with tools to enhance and extend learning.

Design or implementing existing home educational resources to support learning at home while strengthening the family/school partnership;

Provide families with information and/or training on creating a home learning environment connected to formal learning opportunities;

Equip families with resources and skills to support their children through the transition to school and offering opportunities for families and children to visit the school in advance of the prekindergarten school year;

Provide complementary home learning activities for families to engage in at home with children through information presented in newsletters, online technology, social media, parent/family-teacher conferences, or other school- or center-related events;

Provide families with information, best practices, and training related to age-appropriate developmental expectations;

Emphasize benefits of positive family practices such as attachment and nurturing that complement the stages of children's development;

Collaborate with families to appropriately respond to children's behavior in a non-punitive, positive, and supportive way;

Encourage families to reflect on family experiences and practices in helping children; and

Assist families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family

- Full-day Pre-K
- Parent Online Access to Grade Level Curriculum and Resources
- Campus Registration Activities to Support Ready Rosie
- Campus Early Literacy and Math Family Nights
- Parent Notification of Performance - I-STATON, etc.
- Report Cards and Progress Reports
- Campus Conference Days and Open House
- Social Media/Technology – District and Campus websites, Facebook, Twitter, Ready Rosie, Peachjar, campus apps – Remind 101, Class Dojo. Etc., one-to-one devices

● Pre-K Round-Up Activities
● Campus-Based After School Programs and Tutorials
● Parent Communication in English/Spanish
● District automated phone calls and texts regarding district/campus events
● Recommendation of free apps that students can access at home to continue to skill build and practice
● Campus Activities – Donuts with Dad/Muffins with Mom
● Student Homework Logs
● Character Education
● College Career Awareness
● Campus Make and Take Parent Sessions
● Read 2020/Free Read Jamboree
● Velasco partnership with Brazoria County Extension office with garden and lessons on healthy eating

5. Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks.

Provide essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis;

Promote and develop family engagement as a core strategy to improve teaching and learning among all educators and staff; and

Develop staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies

● Culturally relevant classroom libraries
● Title 1 Part A Parent Engagement Activities
● RICE SLC Training
● Region 4 Early Childhood training
● Harvard Family Engagement in Education Program – Skill building for Parents
● Counseling and Guidance Support
● Training in schoolwide and classroom-wide behavior management
● Training in individualized behavioral interventions and support strategies
● Training in culturally responsive strategies

6. Evaluate family engagement efforts and use evaluations for continuous improvement.

Conduct goal-oriented home visits to identify strengths, interests, and needs;

Develop data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap;

Use data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement;

Ensure an evaluation plan is an initial component that guides action;

Use a cyclical process to ensure evaluation results are used for continuous improvement and adjustment; and

Ensure teachers play a role in the family engagement evaluation process

- District Parent Survey Feedback to Evaluate and Improve Services for the Next Year
- Perception Data collected from Campus Event Evaluation Forms
- Parent Participation Data
- Student Performance Data
- Annual Title 1 Part A Parent Engagement Survey/Log/Documentation
- Pre-K Specialist Parent Engagement Feedback
- TEA Evaluation Support