



2020-2021 School Parental & Family Involvement Policy (PFEP)

School: Village Oaks Elementary

Each participating Title I public school must develop jointly with families a written school-level Parent & Family Engagement Policy/ Plan (PFEP) that describes how the school will build family capacity [ESEA Section 1116]. Please complete this form and upload in the ADNTITLE1SCHOOLS share drive.

Assurances

Please check all the boxes

- ☒ Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent?
- ☒ The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA
- ☒ Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community
- ☒ Involve parents and families, 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 parental involvement policy and the joint development of the schoolwide program plan
- ☒ Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy
- ☒ Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals
- ☒ Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field
- ☒ Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section 1116]

Bew Budzynsk
Principal Signature

8-18-2020
Date Signed

1. Involvement of Parents

Describe how your school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of **Title I programs, including involvement in decision making of how funds for Title I will be used?**

Village Oaks Elementary hosts an Annual Title I Parent Meeting at the beginning of each school year. We plan, review, and strive to improve our Title I programs by working with staff, parents, and community stakeholders through our School Advisory Council (SAC). Parents and students stay informed through home flyers, phone dialer messages, personal phone calls, and postings on social media accounts, including Twitter and Facebook. All communication is provided in three languages.

2. Coordination and Integration with Other Federal Programs

Describe how your school will **coordinate and integrate** parent and family engagement programs and activities **with Other Federal Programs?**

Parent and family engagement programs and activities are designed to meet the needs of Title I requirements, parents and students of migrant status, Exceptional Student Education, Headstart, and English Language Learners, as well as the requirements of the School Improvement Grant. Personnel from each representative group are engaged in planning, implementation, and communication of engagement programs. Through our School Advisory Council (SAC) elections, VOE ensures that all demographics are proportionately represented, to include not only ethnically proportionate representation, but migrant, homeless, and socio-economic status.

Describe how your school will coordinate with other programs to integrate parent and family activities that teach parents how to help their children at home?

[ESEA Section 1116]

Parent Institutes are provided to our families in coordination with the District to ensure continuity and equity between other Title I schools. Institutes include training in core subject areas such as reading, math, and science, as well as additional training for parents in other areas of interest such as attendance and discipline, writing, and more. Times for institutes vary to maximize access to these opportunities.

Additional activities include student-led conferences, STEAM night hosted during Family Literacy Week, Saturday PAW Panther Events, and a school-wide walk-a-thon. At each event parents are provided the opportunity to access the school, gain information valuable to the understanding of their child(ren)'s education and expectations, and tips to advise parents on how to assist their children at home. Parents can schedule conferences at any time during the school year for information specific to their child.

Translation in Spanish and Creole is provided for every meetings/trainings.

3. Annual Parent Meeting

Describe the **specific steps your school will take to conduct an annual meeting** designed to inform parents and families of participating children about the school's Title I program

Village Oaks Elementary hosts the Annual Title I Parent Meeting during our **Meet the Teacher** event. Parents will be notified through distribution of a flyer translated into the three predominant languages and posting of the event on the school marquee and campus signage. The auto dialer and social media will also be utilized.

Prior to distributing information about a child's teacher, the annual meeting will be held to outline pertinent information regarding VOE's Title I program.

Provide a description of the nature of the Title I Program that will be shared with parents and families (schoolwide or targeted assistance).

The Title I Program presentation will include a complete breakdown of our Title I budget including salaries, supplies, parental involvement, etc. The presentation explains Title I funding, who it supports, and the positive impact of these funds on our students/families.

Provide a description of how the meeting will cover the rights of parents at the annual meeting?

The presentation at the Title I Annual Meeting outlines the rights of parents, emphasizes value and importance of parental input, and areas in which parents are permitted to have input. It will highlight the importance of participation in the School Advisory Council and the purpose of the SAC as a venue for communication and parental input.

4. Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

In past years, events are scheduled at a variety of times to ensure parents are given the opportunity to attend. Parents are polled about SAC meeting times each year. The majority prefer to meet in the mornings and this preference is reflected in the meeting schedule. Other events are scheduled in the mornings and/or evenings to ensure our school is a welcoming place and responsive to parent needs. Some activities are scheduled on Saturdays and virtually to allow more parents access. Parents who are unable to attend are encouraged to reach out and schedule a time to meet or be involved.

How will your school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement?

Childcare will be provided for specific events such as Parent Institutes. Transportation will also be made available to families. The Parent Involvement Assistant is instrumental in helping families gain access to events. She also communicates with families to identify and address needs in the community. Our home liaisons reach out to parents to address any critical need areas.

5. Building Capacity

Please describe all activities that will address the following questions;

- How the school will implement activities that will build the capacity for meaningful parent/family involvement?
- How will the school implement activities that will build relationships with the community to improve student achievement?
- How the school will provide materials and trainings to assist parents/families to work with their child(ren)?
- How the school will provide other reasonable support for parent/family engagement activities?

Content and Type of Activity	Timeline
Meet the Teacher/Annual Title I Meeting	August 2020
Parent Institutes	August 2020-May 2021
School Advisory Council Meetings	August 2020-May 2021
Curriculum Morning	September 2020
Student Led Conferences	September 2020-January 2021
Attendance Incentive Programs (parent and student)	August 2020-May 2021
Student Field Trips with parent Volunteers	August 2020-May 2021
Saturday Paw Partner Events	August 2020-May 2021
STREAM Night (along with Celebrate Literacy Week)	January 2021

6. Staff Training

Describe the professional development activities the school will provide to educate the **teachers, specialized instructional support personnel, principals, other school leaders and other staff** with the assistance of parents/families on:

- How to reach out, communicate, and work with parents/families as equal partners
- The value and utility of contributions of parents/families
- How to implement and coordinate parent/families programs, and build ties between parents and schools

Staff will participate in the District provided Parent Involvement Training. The presentation will take place during pre-service week and will provide all staff with training and specific practices to support our families. Parent contacts will be entered into the District Data Warehouse as required for monitoring.

7. Other Activities

Describe How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

The parent resource area in the media center and the Pre-K parent room provides space, computers, and materials for parents to support the students academically. Parents can participate in the education of their child by making materials and checking out resources to use at home with their families. Additional support for parents will be provided as needed.

8. Communication

Describe how will your school provide timely information about the Title I programs?

All parent communication is provided in three languages and is typically sent home via flyer, phone dialer, social media in three languages, and posted on our school marquee.

The newly created Family Organization Station is available to all families. We will reference it throughout the year as a tool to enhance communication.

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

VOE will host a Curriculum Morning in September to allow families time to interact with the teacher and their child in the classroom. They will receive information on the grade level expectations. Parents will be provided standards-based progress reports in their home language relative to their child's progress. The District designed academic newsletters will be distributed to help increase the home/school connection.

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

Teachers are always available to meet with parents regarding their child's progress and the educational decisions they make for the benefit of the students. Teachers are flexible on the timing of the meetings as long as it does not negatively impact instruction for other students. This year, time will be available prior to the start of the school's day as student times have been moved back by 30 minutes. Parents also meet with teams of staff to work through IEPs, behavior plans, 504s, SSPs, etc. All meetings are flexible in timing to best meet the students' and parents' needs.

How will your school submit parents/families comments if the schoolwide plan is not satisfactory to them?

Parents complete surveys including Title I and The 5 Essentials survey annually. Input from these surveys is used to make adjustments as needed. The School Advisory Council is another venue for parents to communicate with school personnel regarding any concerns. Minutes of meetings are recorded and posted on the school website monthly as are upcoming agendas. As the office staff are members of the Immokalee community, parents often feel comfortable expressing their concerns to office staff. They in turn communicate concerns with leadership team members and coordinate meeting times when appropriate.

9. Accessibility

Describe how your school offers parent/family engagement activities **for all parents/families?** (Including parents with limited English proficiency, disabilities, and migratory children).

As approximately 40 members of the faculty and staff are bilingual, translation is always available. Additionally, with the purchase of the MS Translate append equipment, translation is always accessible. The VOE campus complies with all ADA requirements. Migratory children receive support from our home school liaison as well as other school staff.

Describe how your school will shared information related to school and parent/family programs, meetings, school reports, and other activities in an **understandable, uniform format, and in languages that the parents/families can understand?**

All communication is available in three languages for families. Translation of documents is centralized at the District level for all appropriate forms, reports, and communication. This ensures uniformity and consistency. Within Village Oaks, school staff have been identified to provide translation of internal notices based on staff comfort and ability.

10. Discretionary Activities

Describe if the school provides Any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

11. Barriers

Describe the barriers that hindered participation by parents during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children)?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Communication – the parent/student population is diverse. While the predominant languages are Spanish and Haitian-Creole, many students come from remote areas in Central America where the only language spoken is a native dialect.	Provide translation, utilize social media, and other communication methods to reach as many families as possible. Identify staff or parent resources for translation and assistance for parents and students who speak only Central American dialects.
Parent Work Schedules	Adjusted timing of school events and meetings to make them more accessible to families.

Discomfort of parents to participate	Continue to provide translation for all languages; utilize personnel to provide outreach into the community through home visits, neighborhood meetings, and invitations to participate; provide resources at the school site, both through personnel and technology, to assist parents in resolution of problems and enhance parent knowledge and comfort in the school environment
---	---

12. Upload Evidence of Input from Parents on the development of the PFEP

Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY21 Parent Involvement Policy (PFEP)** prior to approval. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](#)

13. Upload FY21 Parent-School Compact

Upload an electronic version of the FY21 Parent-School Compact. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](#)

14. Upload Evidence of Parent Involvement in Development of Parent-School Compact

Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY21 Parent –School Compact** prior to approval. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](#)

Evaluation of the previous year's Parent and Family Engagement Plan

Review your **FY20** School Parent and Family Engagement Policy (PFEP) and complete the sections below.

1. Building Capacity Summary

Provide a summary of activities provided during the **2019-2020** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below.**

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity built parent and family capacity to improve student achievement? If not completed, provide rationale.
Annual Title I Meeting	1	187 parents 315 students	Provided parents information so they will be more knowledgeable about how the school operates as well as how Title I budgets are spent to help improve student achievement.
Meet the Teacher	1	192 parents 375 Students	Provided parents and students the opportunity to meet their 19-20 teacher to establish positive relationships before the academic work of the year begins.

Curriculum Night	1	187 parents 315 students	Parents visited classrooms to learn about the grade level curriculum and how they can support learning at home.
Family Literacy Night	1	185 parents 244 Students	Provided parents an opportunity to interact with math, science, and reading activities with their children to help them be more familiar with academic language and activities.
Take Your Parent to School Morning	1	87 parents 115 students	Parents came to school in the morning and participated in educational activities with their child.
Saturday Paw Panther Events	11/23/2019 12/14/2019 1/18/2020 2/22/2019	89 parents 226 students 87 parents 224 students 80 parents 212 students 50 parents 112 students	Provided parents an opportunity to interact with their children using academic games and activities. Parent trainings were provided covering topics of parenting and how to actively participate in your child's education.
Virtual Parent Trainings	4 recorded videos and a follow-up session 5/21/2020 Covid-19 5/26/2020 Self-Awareness 5/28/2020 Discipline 6/1/2020 Closure and new beginnings	VIEWS English 306 Spanish 212 Creole 203 English 284 Spanish 125 Creole 125 English 146 Spanish 56 Creole 47 English 83 Spanish 36 Creole 27	Parent trainings were provided to parents through a video. A live session followed where parents were able to ask questions and get clarification.

2. Staff Training Summary

Provide a summary of the professional development activities provided by the school during the **2019-2020** school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity built parent and family capacity to improve student achievement? If not completed, provide rationale
Parent and Family Engagement Training	1	51	Increasing faculty and staff understanding of how to engage parents and families in a student's education resulting in a positive impact on overall student achievement.

3. Review your FY20 School Parent and Family Engagement Policy (PFEP) Barriers Section.

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

Barrier (Including the Specific Subgroup)	Steps the School took to Overcome	Implementation (Full, Partial, Not Yet)
Communication	Send information home in three languages.	Full
	Provide on the spot translation with staff member.	Full
Timing of Events	Offered flexible times for meetings, trainings, etc.	Full
Discomfort of parents to participate	Provided translation for all languages; utilized personnel to provide outreach into the community through home visits, personal invitations, resources at the school site, provide technology and support to families.	Partial