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

**School**: Herbert Cambridge Elementary School

## 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 Section1116]. Please complete this form and uploaded in the ADNTITLE1SCHOOLS share drive.

###### **Assurances**

## Please check all the boxes

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|  | 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 Section1116] |

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| **Principal Signature** |  | 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?**

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| All parents will be invited to our School Advisory Council (SAC) Meetings where the planning, review, and improvement of Title I programs and use of Title I funds will be discussed. SAC meetings will be held monthly for working collaboratively with parents to gather input on ways to improve and enhance our school programs. Our SAC meetings include progress updates on quarterly benchmark assessments and time allowed for discussion relative to parent input on our Title I plan, Use of Funds, compact and Parent and Family Involvement Plan. Parent input will also be gathered by district-initiated surveys and at family events. Parents will also be invited to attend our "Annual Title I Meeting" during our virtual "Back to School" event held in the fall. |

1. **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**?

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| Parent involvement activities are developed to align with school improvement initiatives and areas of greatest need for students. Coordination and strategic planning between school administration, site-based reading coach, math coach, media center specialist, and related arts teachers are conducted throughout the school year at staff and committee-specific meetings. Our events are popular among our parents and students. School Action teams plan specific activities focused on strategies families can take home to meet the needs of each member of the family. These student/parent events are carefully planned relative to that grade at intervals of one time per quarter. Also, student led conferences are held twice each year to allow students to share their academic goals and progress with their parents. These activities are offered at a variety of times, and parent input is gathered at these events in order to improve. |

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]

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| We will streamline our parent involvement events to feature activities that parents are completing with their child either at home or on our school campus. Family learning opportunities will be held monthly either virtually or in person. The focus will be on helping families understand effective strategies to develop science, technology, engineering, arts, math, reading, and English acquisition skills in the home. Based on previous input, families have requested to focus on the diverse cultures that HCE has on campus. We will work on ways to create additional family opportunities where we are showcasing the diverse population we have at our school. These changes will make what were successful events even more meaningful and purposeful for our parents. Additionally, we will conduct a Family Literacy night which will be held in the evening with a theme to enhance engagement. |

1. **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

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| Parents will be notified of our Annual Title One Parent meeting in the following ways: weekly phone dialers leading up to the event, flyers sent in weekly 'Wednesday folder' in the weeks prior to the event, notification on the school marquee will display the time and location in the week prior, information will be put out on social media and administration will continually remind student through our daily morning announcements. Correspondence is also provided in multiple languages. |

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

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| Prior to the Annual Title One Parent Meeting and Back to School virtual event, parents will be provided with a grade-level specific curriculum guide that includes information specific to what their student will be learning this school year. After a televised administrative presentation, teachers will then highlight their son/daughter(s) anticipated progress toward mastering the state standards. Parents will also be shown our school compact and those who have not completed and returned theirs will be asked to at this time. Lastly, a summary of our PFIP (in brochure form) will be provided. This will highlight the major parent events that will take place at Herbert Cambridge ES throughout the year. Additionally, the Title I budget spending, communication strategies, School Improvement Plan summary, parent involvement activities, and parent resources will be shared during the Annual Title I meeting. |

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

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| Presentations will be made throughout the night to provide parents/guardians with information relative to adequate yearly progress, school choice, and their parental rights. These will be conducted in each of our three predominant languages and will be broadcast throughout the school to all locations which house attending parents. We will document parent attendance by sign-in sheet. |

1. **Flexible Parent Meetings**  
   Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

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| As mentioned above, parent meetings will be held at morning and evening times both virtually and face to face (as permitted) throughout the school year. This provides the parents the opportunity to attend at their convenience, or in our case, when they are not in conflict with their respective work schedules. Home visits, conducted by administration and teachers, will occur as needed in order to better connect and accommodate our family’s needs. |

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

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| Home visits, conducted by the administrative team and teachers, will occur as needed in order to connect with families. |

1. **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?

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| **Content and Type of Activity** | **Timeline** |
| **Kindergarten Sneak Peak:** Students entering kindergarten will be invited to come to the school to become oriented with the school building. Parents will be given information and resources to help facilitate smooth transitions to kindergarten, establishing family routines and schedules to ensure school success. | Week prior to school starting |
| **Student Led Conferencing:** Teachers will hold Student Led Conferencing twice a year. One will be in the evening and one will be a Student & Teacher Prepared Take Home Conference. During these meetings students will inform parents of their progress, sharing work samples, assessments and portfolios. Teachers will answer any questions or concerns from parents. | 2020-2021 |
| **Literacy Night:** Reading Coach will coordinate a “Literacy Night” in which parents will have an opportunity to interact with their child and work on literacy related activities with the direction of a teacher. Parents will have the opportunity to Make and Take Home Activities that they will be able to use to support their child at home. | 2020-2021 |
| **Math Morning or Night:** Math Coach along with Math teacher leaders will coordinate a Family Math Event where parents will be taught how to play math games. Games will be reproduced for parents to take home. | Tentatively scheduled for 2020-2021 |
| **STEAM Morning or Night:** Science Lead Teacher/Instructional Technology teacher will coordinate a STEAM night where parents will have an opportunity to engage in STEM stations with their child with the direction of a teacher. Parents will have the opportunity to Make and Take Home Activities that they will be able to use to support their child at home. | Tentatively scheduled for 2020-2021 |
| **Parenting Classes:** Title 1 Parent Workshops will be held at the school to engage parents and families on the following topics: Reading with Graphic Organizers, Math Bonds & Tens Frames, and Dramatic Science. | Tentatively scheduled for 2020-2021 |

1. **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

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| We will engage teachers and staff in professional development during faculty meetings to assist staff in reaching out to parents in order to increase parental involvement and increase student achievement. Topics will include how to communicate through multi-media, digital apps, surveying staff of prior year’s communication to implement strategies and provide more opportunities to implement programs that work. |

1. **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)?

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| We will be participating in Bike to School events and facilitating Healthy Events throughout the year. Identified staff will meet with parents (starting in November) to implement this program our Healthy Otter Family Program. We will also identify and develop any needs of the Parent Resource room based upon parent feedback. We are also happy to provide book fairs twice yearly. As a Leader In Me school, we have a Family Leadership night which will include stations highlighting fun academic activities that parents and students complete together. Our parents also have an opportunity to get trained in the 7 Habits of Highly Effective Families throughout the year as well. |

1. **Communication**  
   Describe how will your school provide timely information about the Title I programs?

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| **Information about Title I programs will be communicated via flyers, school website, newsletters, and through our dialer/text/email according to parent preferences in CCPS Parent Portal. Documents will also be made available at our front desk. All communication is communicated to the parents and families in 3 languages.** |

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?

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| Our curriculum, Kindergarten through 5th grade, is centered around the Florida State Standards. A variety of formal and informal assessments are used throughout the school. All students are expected to meet the state standards by the end of each school year. Demonstration of this can be provided through District Benchmark Assessments, State Assessments, iReady Diagnostic, SAT 10, or portfolio. Additionally, students will be able to take HMH Math and district provided pre/post assessments this coming school year, to monitor their performance on the grade level math standards. This information will be cover with the parents during our Student Led conferences and parent events. |

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)?

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| We will always be receptive to feedback and will ensure all parents are granted access to the ability to understand anything related to our school and their child's success. Should any parent desire more of a say we would extend that opportunity to participate in school-related meetings and/or SAC monthly sessions. Opportunities are provided at every meeting for input, suggestions and questions. |

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

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| Parents will be provided multiple avenues in which to communicate concerns to school administration. Parents can speak with accessible interpreters upon leaving our Annual Title I meeting. They will also be provided avenues, for instance; telephone response capabilities and e-mail. We always encourage parents to send in handwritten notes/questions regularly with their children. These are sent to the front office each morning and relayed to staff to obtain the required interpretation to answer in a timely manner and in the parents’ home language. Parent comments can be included in our meeting minutes and taken into consideration when making adjustments to our school-wide plan. Parent surveys are also sent in April. |

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

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| **Herbert Cambridge Elementary will give parents with disabilities access to participate in Parent Involvement activities. Reasonable support will always be given to parents with special needs. School and District resources will be utilized to provide needed accommodations and modifications so that all parents and guardians are able to fully participate in planning, reviewing, and improving the Title I program. We have Spanish and Creole translators at all parental involvement activities.** |

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?**

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| We have Spanish and Creole translators at all parental involvement activities. In addition, all of our school information is sent home in 3 languages. Phone messages are spoken in 3 languages. |

1. **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.)

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| We involve parents in the development of all stakeholder training ideas. To better understand the connection between home and school we regularly conduct meetings regarding discussion of neighborhood issues and needs. We provide literacy training opportunities monthly to support parents with homework practice. This will assist the students in becoming better readers with better comprehension which will be evidenced of improved scores on all state and standardized testing. |

1. **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)?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Limited English proficiency | Provide translators for all meetings and communication. |
| Minority parents may be uncomfortable to participate in school events | Consciously seek to recruit employees of all races, as well as create a welcoming environment within the school. |
| Parents may not be able to attend due to work schedule | Events are scheduled at various times. |
| Limited family resources | Lack of time is the major reason given by family members for why they don’t get more involved. Lack of transportation and childcare also keep families from participating. |

1. **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.

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| 1. **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. |

1. **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.

###### **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.**

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| **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** |  |  |  |
| **Curriculum Night** |  |  |  |
| **Media Night** |  |  |  |
| **Literacy Night** |  |  |  |
| **Grace Place Literacy Program** |  |  |  |

1. **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.

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| **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** |
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1. **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?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School took to Overcome** | **Implementation**  (Full, Partial, Not Yet) |
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