



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

School: Eden Park 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 Section1116]. Please complete this form and uploaded 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 Section1116]

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?**

Copies of the prior year PI policy are distributed to parents at the Feb. 18th SAC meeting along with monthly presentations of data summaries of student performance, School Improvement action steps are aligned to specific data presented, parent workshop listings and parent survey results. Parents carefully deliberate and provide input to develop the following year's parent involvement policy, Title I program and use of funds for Basic and Migrant monies as well as the parent compact. Parents also provide input as to parent workshops, curriculum nights, dress code, and special school celebratory events. SAC meetings, along with any school function, is advertised through our monthly parent calendars sent home with students, posted on our school website, placed on the marquee, and posted on the monthly parent newsletter. We often also include a translated parent dialer which contact the home.

### 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?**

1. Curriculum night: Evening event coordinated by academic coaches, guidance, and administration. Migrant Home School Liaison has a table set up to discuss any concerns with Migrant Parents. Parents pick up report cards and listen to student-led conferences. car, etc.

3. Family Literacy Night: Evening Event coordinated by Reading coach (and attended by faculty and staff) with opportunities for families to experience great stories and extension activities. Parent Involvement Teacher has a table set up with examples of books available in the Migrant Resource Library.

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]

Family STEM Night: Evening Event coordinated by Math and Science coaches (and attended by faculty and staff) with opportunities for families to learn how to implement math activities at home. Home materials are provided for Migrant families to support STEM home activities.

### 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

The Annual Parent Meeting/Open House is scheduled prior to students returning to give parents the opportunity to meet the teacher(s) and ask questions. We mail postcards reminding parents of the Annual Title I Meeting and advertise on Spanish Radio and on our marquee. Parents are informed of the staff that is paid through Title I and how Title I use of funds are aligned to the needs of our school. The SAC membership list is provided as well as opportunities to participate on SAC.

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

There are several methods we use to employ family engagement: Parents are provided with Right-To-Know information in August so they are aware of a teacher's certification. Highly Qualified Teacher status is shared with parents in letters sent home in October, February and as needed via back packs. The phone link, text messaging and e-mails are utilized to remind parents of meetings. Parent compacts and grade level syllabus are distributed to parents at the annual meeting and via back packs.

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

Parents are provided with the Right to Know information in August with the District PSEP booklet. Parents will be notified if their child has been assigned to a teacher who has met the highly qualified teacher criteria, whether their teacher has met the licensing criteria for the assigned

grade level and subject area for which the teacher will provide instruction, and the qualifications of any paraprofessionals who will be providing services to their child.

#### 4. Flexible Parent Meetings

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

Parents will be invited to attend SAC meetings through publicity noted above. School Improvement, Title I plans and use of funds are reviewed and receive input from SAC. At the first meeting, a meeting time and day are discussed to ensure meeting times are aligned to the needs of our working parents. Many of the families we serve work in the field during the day and in packing houses in the evenings. Meetings are scheduled at 5:00 to coincide with times parents are usually released from work for dinner. The Parent Lending Library will be open every school day and during evening events held at school.

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

Home visits, conducted by the administrative team and teachers, will occur as needed in order to connect with families. Translations are provided at parent events throughout the school year.

#### 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
Parent Lending Library	August 2020 – June 2021
STEAM Night	August 2020 – June 2021
English lessons	August 2020 – June 2021
Parent Institute Workshops	August 2020 – June 2021
Title I Annual Meeting / Meet the Teacher	August 2020 – June 2021
Leader in Me Parent Trainings	August 2020 – June 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

Collier County Public Schools developed a power point on family engagement and family involvement to be shared with teachers. The power point reviews the difference between the two terms and the value of engaging parents in their child's education. The power point is a full training with implementation pieces and will be shared with teachers upon their return at the beginning of the school year.

## 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)?

Parents will be encouraged to participate in ongoing parent training on student led conferences, questions every parent should ask their child's teacher, how to read a progress based standards report card, etc.

## 8. Communication

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

Parents are provided information about the Title I programs at our Title I annual meeting. We seize this opportunity to explain and provide the parent compacts. Our new compacts are in three languages. For intermediate grades we use a snapshot report that provides parents with detailed information on how their child performed on state and/or district assessments and discuss interventions provided by the school to support improvement. We also hold student data chats which are based on state, district and school assessments. Students use this information to conduct student led conferences advising their parents of their current academic standing compared to the district targets (where they should be) and what they will do to improve their performance. Parents receive a handbook each year that provides a wealth of information. Part of the information is how to schedule a parent conference, talk with the administrator, etc. A monthly calendar and electronic newsletter is sent to keep parents informed of important meetings they can choose to attend.

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?

For intermediate grades we use a snapshot report that provides parents with detailed information on how their child performed on state and/or district assessments and discuss interventions provided by the school to support improvement. The snapshot provides information by subtest area so parents are fully aware of their child's strengths and areas for improvement.

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)?

Opportunities for meetings are held twice a year during Student-led conferences and Curriculum nights. However, parents can request a parent conference at any time with administration or teachers; teachers will also request meetings. Parents are invited to participate in Educational Plans, Student Success Plans, IEP meetings and 504 meetings.

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

Parent comments are shared at our monthly SAC meetings and discussed. All this information is included in the monthly SAC minutes and posted on our website

## 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).*

School communication is sent home in three languages. Phone link messages go out in three languages. Translators are made available at all group or individual meetings. Tutors are provided with time to call parents with teacher or administrator messages in their home language.

Administration works closely with Director of ESE Programs to ensure parents with disabilities have access to parent involvement activities and/or services. Event flyers include this information.

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 school communication is sent home in three languages. Phone link messages go out in three languages. Translators are made available at all group or individual meetings. Tutors are provided with time to call parents with teacher or administrator messages in their home language. Administration works closely with Director of ESE Programs to ensure parents with disabilities have access to parent involvement activities and/or services. Event flyers include this information

#### 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.)

Our school gives parents the opportunities to request trainings. Based on the responses, Title I and school funding is used to provide the trainings that generally include but are not limited to: literacy training, math training, science activities for the home, providing healthy meals, English classes, and GED tutoring.

#### 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
46% of the parents surveyed, identified obstacles to parent involvement and they suggest changes that will build on the sense of community, establish culture, empower students and support the schools mission.	Parents noted they sometimes have two jobs that require they work daytime hours in the agricultural fields and evening hours at packing houses. This makes it difficult to attend meetings or schedule conferences. However, they can attend meetings when the weather does not permit harvesting. Teachers are aware they need to be flexible when parents arrive with no notice. School leadership team will be mindful when scheduling events to ensure family participation.
Surveyed parents say they aren't always aware of events despite our system of advertisement.	Encourage students to share info with their parents/guardians and provide them with a small reward if they attend the event with their parent/guardian.

#### 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		The event allows the school to provide parents to provide invaluable information to the parents.
Parent Lending Library	Weekly	5 – 10 parents weekly	The parent lending library was hosted through our parent involvement room.
English Lessons	Weekly	5 – 10 parents weekly	The lessons allow parents to better communicate with their students as well as their students' teacher.
Parent Institute Workshops	2	16	Parents learned ways to support and promote student achievement
Meet the Teacher	1	521	It also provides the teachers with an opportunity to meet students and parents to have the first interaction be a positive one.

### 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
The district developed a power point on family engagement and family involvement to be shared with teachers.	1	70	The impact will be a better understanding of how to involve and engage parents within the

The power point reviews the difference between the two terms and the value of engaging parents in their child's education. The power point is a full training with implementation pieces and will be shared with teachers upon their return at the beginning of the school year.			classroom. This will result in increased opportunities for parents to be partners and contributors in their students education.
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**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?

<b>Barrier (Including the Specific Subgroup)</b>	<b>Steps the School took to Overcome</b>	<b>Implementation</b> (Full, Partial, Not Yet)
Surveyed parents to determine obstacles to parent involvement and changes they suggest to current practices and plans.	Events will be scheduled at varying times during the day and school year.	Partial
Surveyed parents say they aren't always aware of events despite our system of advertisement.	Email addresses will be collected at all school events. The email addresses are then added to the school newsletter that is sent out each month.	Partial