

I, Debra A. Mathinos, do hereby certify that all facts, figures, and representations made in this application 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 records 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 termination date of the project. 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.

### Assurances

- 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 Section 9101(32), ESEA;
- 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 1118(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (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 school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family 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 1118(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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Debra A. Mathinos

Signature of Principal

9/26/2017

Date Signed

## Involvement of Family

How the school involves the 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 funds for Title I will be used? [ESEA Section 1116]

The School Accountability Team, consisting of teachers, administrators, parents and community members, meets regularly to analyze data from parent surveys, workshop/training evaluations and summary student achievement data. Using this data analysis, the SAT develops a list of recommendations for improving parent programs, improving instructional programs and identifying new areas to be addressed to increase family involvement in support of student achievement.

## Coordination and Integration with Other Programs

How the school coordinates and integrates Parent and Family Engagement programs and activities with other Programs?

Choose all that apply	Program	Coordination
<input checked="" type="checkbox"/>	IDEA (Students with Disabilities)	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 families strategies for providing a safe environment.
<input type="checkbox"/>	VPK	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input type="checkbox"/>	Title I, Part D	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input type="checkbox"/>	Title IX, Part A	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.

<input type="checkbox"/>	Supplemental Academic Instruction (SAI)	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input type="checkbox"/>	Violence Prevention Programs	Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, target youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered "primary prevention". Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	Title II	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.
<input type="checkbox"/>	Parent Academy	Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year.

How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116]

The school, in collaboration with The Heights Center, offers a program called Teach.Learn.Connect. This program provides monthly classes to parents to help them develop the skills needed to support their children's academic development. Classes are taught by charter school staff, who work first with parents on skills and then in the final 20 minutes of each session, guides parents as they implement the skills with their child. Additionally, once every quarter a family program is offered on such topics as literacy development, writing, mathematical development, or positive behavior support.

### **Annual Family Meeting**

A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?

A notice of the Annual meeting was provided to all families one week before school started as part of the "Welcome Back" packet of information. A reminder was sent home with each child 2 days prior to the meeting. This information was provided in both English and Spanish.



A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?

The program offered at the Harlem Heights Community Charter School is school-wide.

A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?

The program offered at the annual meeting covered the following information in a PowerPoint presentation: Overview of the purpose of Title I, Amount of funding and uses of those funds, Parent/Family Engagement Plan, School-Parent Compact, Parent's Right to Know, 16-17 academic year outcomes, Meeting schedule for School Accountability Team, and general contact information.

### **Flexible Family Meetings**

How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.

- ☒ AM Sessions at different times
- ☒ PM Sessions at different times
- ☐ AM & PM Sessions (Meetings offered at different times on the same day, same content)

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

No Title I funds are budgeted for these areas. Childcare and home visits are donated to the school by The Heights Center. The Heights Center offers after school programming available to all children enrolled in the Charter School, and child care during family engagement activities is provided by the Center's after school staff. Additionally, the full time social worker employed by The Heights Center facilitates home visits as a courtesy to the Charter School.

### **Building Capacity**

How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)

Activities are designed to help parents develop skills needed to support student learning. As these skills become more involved with each progressive school year, parents and caregivers have continued opportunity to be involved in workshops and trainings offered by the school. Additionally, the school, in partnership with The Heights Center offers adult education classes to the parents of enrolled students. These include GED, ESL and Financial Literacy classes.

How will the school implement activities that will build relationship with the community to improve student achievement?

The trainings are determined by both expressed parental needs and best practice for improving student achievement. As a result, the offerings are responsive to the community. Additionally, offering family activities in both English and Spanish and at a variety of times increases the opportunity for family participation and engagement.

How the school will provide materials and trainings to assist parents or families to work with their child(ren)?

Topics for parent trainings and workshops are based on information received through parents' needs assessment and surveys. As a result, activities are developed to target the specific skills and abilities parents believe they need to develop in order to more fully support their children's academic growth. Take home materials and supplies are provided to families at least once a quarter so that families can more easily implement the strategies they have learned.

How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]

Parents are encouraged to participate in the school as class volunteers or as volunteers for special school events (ex. Fall Festival) as their work schedules allow.

#### **Parent and Family Engagements Events:**

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Title I Family Night	Director, Staff	Provide information regarding school progress, Title I Program, Curriculum, Standards and progress monitoring	August	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations
2	SAT Meeting	Director, Staff	Invite all families to attend meeting to discuss school progress, improvement, identify needed activities	September	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations
3	Parent-Teacher Conferences	Director, Staff	Provide information to families on progress of students and how families can support student	October	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations
4	Positive Behavior Support/Homework without tears	Director, Staff	Provide information to families on strategies they can use to facilitate student	November	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations

			behavior toward learning both in school and at home, including the role of homework		
5	SAT Meeting	Director, Staff	Invite all families to attend meeting to discuss school progress, improvement, identify needed activities	December	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations
6	Reading and Writing Fun	Director, Staff	Provide information to families on strategies they can use to facilitate literacy skill development	January	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations
7	SAT Meeting	Director, Staff	Invite all families to attend meeting to discuss school progress, improvement, identify needed activities. Begin planning for upcoming year	February	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations
8	Student led Conferences	Director, Staff	Provide information to families on progress of students and how families can support student	March	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations
9	Math Around Us	Director, Staff	Provide information to families on strategies they can use to facilitate skill development in mathematics	April	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations
10	Sensational Summer	Director, Staff	Provide information to families on strategies they can use to help their student maintain skill growth over the summer	May	Notification Flyers, Agenda, Sign-in Sheets, minutes, Evaluations

**Other School wide Activities:**

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

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Family Resource Center	Ena Fuentes	Provide parents access to materials and activity booklets that can be used at home	On-going across the school year	Notification Flyers, Sign-out Sheets, Evaluations
2	Family Fun night	Ena Fuentes	Provide families with game ideas, materials for use at home	January, May	Notification Flyers, Sign-in Sheets, Evaluations
3					
4					
5					
6					
7					

### **Staff Development**

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on the assistance of parents and families and in the value of their contributions.

During August in-service days, the Title I parent liaison provided a 2 hour training on the role of parents, strategies for effective communication with families and ideas for increasing parent engagement into the learning process. Additionally, this topic is discussed at the weekly all school teacher meetings as needed to address individual classroom or student challenges.

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff on how to reach out to, communicate with, and work with parents and families as equal partners.

During August in-service days, the Title I parent liaison provided a 2 hour training on the role of parents, strategies for effective communication with families and ideas for increasing parent engagement into the learning process. Additionally, this topic is discussed at the weekly all school teacher meetings as needed to address individual classroom or student challenges.

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on implementing and coordinating parent and family programs and building ties between parents and families and the school. [ESEA Section 1116]

During August in-service days, the Title I parent liaison provided a 2 hour training on the role of parents, strategies for effective communication with families and ideas for increasing parent engagement into the learning process. Additionally, this topic is discussed at the weekly all school teacher meetings as needed to address individual classroom or student challenges.

## **Communication**

How the school will provide timely information about the Title I program and activities?

The school distributes information to parents in a format and language accessible by the parents. Monthly newsletters including upcoming activities, meetings and important dates are provided in both English and Spanish. This information is also posted on the School website.

How the school will 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?

The school provides an overview of standards and grade level curriculum at the beginning of the year Open House, and again at the title I parent night. In addition, the school utilizes a standards-based report card. The report card, and specific standard expectations, is explained in more detail to parents/families at parent-teacher conferences in October, and at Student Led conferences in March.

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

Each teacher sends home a folder containing student papers and work samples on a weekly basis. Teachers also routinely contact families on an individual basis to communicate information regarding student progress. Interim reports and report cards are also provided to parents.

How the school will submit parents' and families' comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]

In the event parents have found the school-wide plan unsatisfactory, they will be provided contact information for the Lee County School District Title I office.

## **Accessibility**

A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?



Activities are scheduled at a variety of times to allow for the participation of families with different work schedules. Activities and information are provided in both English and Spanish to accommodate home languages of parents.

A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?

The school distributes information to parents in a format and language accessible by the parents. All information, including upcoming activities, meetings and important dates is provided in both English and Spanish. This information is also posted on the School website. A translator is also available for in person communication.

### **Barriers**

A description of the barriers that hindered participation by parents during the previous school year?

The only barrier experienced by some families related to the scheduling of workshops to meet family availability. There were occasions when parents were unable to attend trainings because of their work schedule.

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116]

In order to provide more parents access to the trainings being offered, program scheduling will be a combination of morning, afternoon and early evening sessions. This variety should address the various work schedules of families.