****

**2019-2020 School Parental & Family Involvement Policy (PFEP)**

**School**: **Parkside 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

|  |
| --- |
|[x]  Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent? |
|[x]  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 |
|[x]  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 |
|[x]  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  |
|[x]  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  |
|[x]  Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals |
|[x]  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 |
|[x]  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?

|  |
| --- |
| Each month SAC meetings are held to involve parents in the planning and implementation of school policies. This input increased the opportunities for students to receive high quality education and reach grade level proficiency on academic standards and encourage parental involvement. Parental Invlo9vemnt Polices are housed in the front of for review and can be requested by the public. This binder included the Title I PFEP broche and the school Title I F=PFEP brochure that is sent home at the beginning of the year with each student.  |

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**?

|  |
| --- |
| Student led conferences are coordinated by teacher with each family to discuss and present academic level of performance along with student goals so that each family is included in the progress of student progression and becomes a part of the academic journey of their student. Family learning support is given to families through these conference as well as events, academic coach support, instructional staff and administration support. In addition FSCG staff provides parents with tools and resources to help their student succeed both in the classroom and Socially and Emotionally.  |

Describe how your school will coordinate and integrate parent and family activities that **teach**

parents how to help their child(ren) at home?

[ESEA Section 1116]

|  |
| --- |
| Informational trainings via meetings, conferences, events and newsletters are held at a vary of times. Home visits are also made by administration and teachers as needed to reach parents that are unable to get to the school. In addition phone calls are made through the translation department when needed. Parent Institute tools are used for reading, math and science concepts to get tools in the hands of parents.  |

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

|  |
| --- |
| The Annual Title I meeting is announced through a flyer sent home in English, Spanish and Creole. A caller in all 3 languages is also completed as well as posted on the marquee and on Facebook, Twitter and Class Do Jo.  |

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

|  |
| --- |
| The Annual Title I meeting will be held in order to deliver information to parents about Title I programs and budget expenditures being implemented. The district will send home information about Title I programs during the first student week. SAC meetings will be help monthly in order to disseminate important information to parents. A summary of the Parkside Elementary Parent Involvement Policy will be distributed tm parents. Newsletters and the auto dialer will be used to regularly inform parents of important events and information. I addition Facebook, Twitter and Class Do Jo is used to inform parents.  |

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

|  |
| --- |
| Flyers that explain school choice and the rights of parents is handed out to each parent attending the meeting. These items are explained by the Principal and the Assistant Principal.  |

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

|  |
| --- |
| Meetings are held at various times. We hold morning, lunch and evening meetings. Our curricl8m meet ups are held in the mornings as per parent requests.  |

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

|  |
| --- |
| Hone visits are conducted by administration and teachers as needed to communicate information with parents. Childcare, translation and transportation to District events is offered to our parents.  |

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?

|  |  |
| --- | --- |
| **Content and Type of Activity** | **Timeline** |
| **Student Led Conferences: Students set academic goals and review data and progress with parents.**  | **November** |
| **PTO General Meetings that include an academic component that builds capacity of parents to support student achievement**  | **Quarterly** |
| **District Sponsored Family Workshops: Parents learn how to help at home in Reading, Math and Science** | **Ongoing three times a year** |
| **Lunch and Learning (Breakfast options) Parents learn strategies to support literacy, math and science** | **Ongoing 3-6 times a year** |
|  |  |

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

|  |
| --- |
| Teachers receive training throughout te year on how to identify struggling students and how to then create Student Success Plans with parent input. In addition CCPSedu training is held during pre-service week on Parent Communication/ Involvement. |

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)?

|  |
| --- |
| **Parkside will host quarterly PTO/Parent Meetings where parents are invited to discuss topics of interest. Staff members with expertise in these areas will be present to discs and proved information. Student led conferences take place to involve parents in the students’ progression.**  |

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

|  |
| --- |
| During the first week of school, Title I information will be sent home. The Annual meeting will be held to deliver information about programs and budget expenditures during the first few weeks. SAC meetings are held monthly to disseminate important information to parents. A summary of the Parkside Parent Involvement Policy will be distributed to parents. Newsletters, auto dialers, Class Do Jo, Facebook and Twitter are used to inform parents of events and information.  |

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?

|  |
| --- |
| **During the first 30 days of school, each grade level holds a grade level meeting to give an overview of the curriculum and the grade level expectations. Parent conferences are held as well to update parents on individual student progress.**  |

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)?

|  |
| --- |
| **School Newsletter, marquee, social media and auto dialers are used regularly to notify parents of upcoming events and programs. Monthly SASC and PTO meetings are held to inform parents about school initiatives and student progress.**  |

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

|  |
| --- |
| Parents can provide feedback via monthly ACE meetings and through parent surveys. Parents can also scheduled meetings with staff and administration.  |

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

|  |
| --- |
| **School personnel are available to translate to parents in Spanish and Creole. Administration works closely with Director of ESE Programs to ensure parents with disabilities have access to parent involvement activities and or services. Parents with disabilities have sidewalk ramps, breaks in sidewalks to access main areas of campus and we have elevators for top floor accessibility.**  |

Describe how your 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?

|  |
| --- |
| The school newsletter, social media and auto dialer will be used regularly to notify parents of upcoming events. School personnel is always available to translate in Spanish and Creole.  |

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.)

|  |
| --- |
| Lunch (Breakfast option) and Learning which will support parents in learning strategies to support literacy, math and science in the home.  |

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)?

|  |  |
| --- | --- |
| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Limited English proficient | Provide translators for all meetings and all documents are translated |
| Parents may not be able to attend due to work schedules | Schedule events at various tines |
| Communication with parents and or parenting support | Fund the Parent Liaison |

1. **Upload Evidence of Input from Parents on the development of the PIP**

[x]  Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent & Family Engagement Policy(PFEP)** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M%3A%5C1.%20Title%20I%20Required%20Documentation)

|  |
| --- |
| 1. **Upload Parent-School Compact**[x]  Upload an electronic version of the FY20 Parent-School Compact. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M%3A%5C1.%20Title%20I%20Required%20Documentation)
 |

1. **Upload Evidence of Parent Involvement in Development of Parent-School Compact**[x]  Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent –School Compact** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M%3A%5C1.%20Title%20I%20Required%20Documentation)

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

**Review your FY19 School Parent and Family Engagement Policy (PFEP) and complete the sections below.**

1. **Building Capacity Summary**
Provide a summary of activities provided during the **2018-2019** 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 build parent and family capacity to improve student achievement? If not completed, provide rationale.** |
| Annual Title I Meeting | 1 | 488 | Parents received information of polices and budget to encourage participation between school and family.  |
| Student Led Conferences - Students set academic goals and review academic data and progress with parents | 1 | 345 | Academic goals of student presented to parent as well as ways to help at home.  |
| PTO General Meetings will include an academic component that will build the capacity of parents to support student achievement. | 1 | 178 | PTO/SRC/Brighter Bites Event to support better academics and nutrition at home.  |
| Students create STEM projects to showcase learning in these areas to share with parents and students. | 1 | 163 | Sharing of projects and star gazing at Starry, Starry Nights to encourage parents to ask questions about Science, spark the natural wonder of how the world works.  |
| District Sponsored Family Workshops: Parents will learn more about topics such as: how to help students at home; work with behavioral challenges/discipline; have successful parent conferences. | 3 | 560 | Three district sponsored events to support math, reading and science support at home with games, personal take home libraries and science experiments.  |
| Lunch and Learning: (Breakfast as an option) Parents will learn strategies that will help them support literacy, math, and science in the home. | 8 | 91 | Provide reading support for parents to help at home with reading capacity. |

1. **Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the **2018-2019** 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** | **Anticipated Impact on Student Achievement** |
| Throughout the school year, teachers receive training on how to identify students who are struggling and creating effective Student Success Plans with parent input. | 3 per grade level | 32x3=96 | Each teacher was led through the process and giving the opportunity to work with colleagues and coaches to provide the best SSP plan for students in need.  |
| CCPSedu training was held during the teacher pre-service week on Parent Communication/Involvement. | 1 | 52 | Staff given ideas and an opportunity to share how to best involve parents in student learning.  |

1. **Review your FY19 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 will Take to Overcome** | **Implementation** (Full, Partial, Not Yet) | **How will Title I PFE funds be used to address the persistent barrier(s)?** |
| Limited English proficiency | Staff will continue to support with providing written and oral translation in Creole and Spanish.  | Full | To fund the Parent Liaison and to provide translators at events.  |
| Parents may not be able to attend due to work schedules | We will continue to provide events at various times.  | Full | To supply tools. Translation, staff to support parents at various times of the day |
| Communication with parents and parenting support | We will continue to support using both oral and written communication in all three languages.  | Full | Translation for after hour events |