**Title I, Part A Parent and Family Engagement Policy**

**Oneco Elementary**

**2020 - 2021**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of 2019 - 2020 Parent and Family Engagement

Describe which parts of your 2019-20 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2020-21 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

**Our 2019-20 Parent and Family Engagement Policy was engaging. We had a mixture of both educational and cultural activities, and most were well attended, including the literacy night, the multicultural festival, and academic awards nights. Barriers include when two events are too close on the calendar, the latter event was normally poorly attended. The event calendar has been carefully planned so this won’t happen again this year.**

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parent and family engagement program;
* Be written in parent friendly language;
* Inspire stakeholders to be engaged and supportive of the program; and
* Be different from your school mission statement.

**RESPONSE:**

**The mission of Oneco Elementary School is to advocate and provide a safe environment where families are inspired to achieve success.**

**Our mission for Parent and Family Engagement is to engage families so the value of education is increased within the family.**

**We recognize that parents pass their values down to their children. If the parents increase the value they place on education, students will also increase the value they place on education and seek to do better in their studies.**

# 2020-2021 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the 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. [ESEA Section 1116]

**RESPONSE:**

**In February of 2020, parents and teachers were surveyed and ask for feedback. This information was used to inform this PFEP. Due to COVID we didn’t have a face-to-face meeting, however, in the Fall of 2020, we will plan to meet with parents to determine if any additional revisions need to be made to PFEP. Parents will attend the annual Title 1 meeting at the beginning of the school year. In this meeting they will be informed about what Title 1 is and how the funds support their child’s education. Parents and Guardians will be encouraged to participate in the school PTO and SAC committees, which meet regularly throughout the school year. At these meetings, updates will be given on student progress and the effectiveness of programs and events paid for with the Title 1 funds. They will provide feedback and have a say in determining what plans for the 2020-2021 school year should continue in the 2021-2022 school year. In the spring of the 2020-2021 school year, parents will be invited to participate in a survey and meeting at which they will share in the development of the plan for the 2021-2022 Title 1 budget.**

# 2020-2021 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| --- | --- | --- |
| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | ESOL Parent Meeting | With our ESOL resource teacher, we meet with parents twice a year to share information about the school and district programs and allow the parents to ask questions. Translators are provided for parents to understand. |
| **2** | Title 1 Parent Meeting | Administration notifies parents and meets with them to explain the school’s title 1 status and inform them of how funds from title 1 are being spent.  |
| **3** | School ESOL Department | The ESOL department at the school not only works with students, but with parents they translate phone messages and written messages that go home to parents. |
| **4** | Oneco United Methodist Church | We partner with Oneco United Methodist Church to provide certain wrap around services for families including providing back packs for students, Christmas dinners families whose names we provide, and run a food and clothing bank for our families. |
| **5** |  |  |

# Annual Parent Meeting

Describe the specific steps the 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 nature of the Title I program (schoolwide or targeted assistance), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Count** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agenda, handouts, and/or presentation materials that address the required components | Principal or designee | July/August 2020 | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Principal or designee | August 2020 | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting | Principal or designee | August/ September 2020 | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | August/ September 2020 | Aggregated Evaluation Form/Notes uploaded to the online crate |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
* how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
* how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teachers who is out of field? [ESEA Section 1116]

**RESPONSE:**

**Parents are notified by letter of the teachers’ qualifications if they are out of field.**

**Parents are notified by letter if teachers Individual student reports on State assessments is made available to parents at the school upon receipt. When children are taught for more than four consecutive weeks by a teacher who is out of field, parents will be sent a notification in writing. A dated and signed Parent-Right-to-know letter and non-state certified letters are sent out each semester.**

# Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [ESEA Section 1116]

**RESPONSE:**

**Parent meetings will be held on a rotating basis in the morning, afternoon, and evening. Childcare will be available for parents who need it in order to attend. The GET and Parent Liaison will make home visits in an effort to include parents who are not able to attend the meetings in person. A translator will be present at all meetings for Spanish-speaking attendees. Childcare will be provided.**

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| --- | --- | --- | --- | --- | --- |
| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Multicultural Night | GET/Parent Liaison | Students will see we value all backgrounds and what makes them special | October  | Attendance and feedback from parents |
| **2** | Musical Night | Music Teacher | Students will gain an appreciation for music and parents will have an opportunity to admire student talents | December | Attendance and feedback from parents |
| **3** | STEM Night | STEM Teacher | Increase parent awareness and students performance | February | Attendance and feedback from parents |
| **4** | Math Night | Math Coach | Students will be able to demonstrate the math skills and parents will learn math strategies | March | Attendance and feedback from parents |
| **5** |  |  |  |  |  |

# Staff Development

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

* the value and utility of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners, and
* implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

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| --- | --- | --- | --- | --- | --- |
| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Professional Development/Faculty Meeting(Powerful Partnerships: A Teacher’s Guide to Engaging Families for Student Success) | Principal | Teachers will create the respectful, trusting relationships with families necessary to build the educational partnerships that best support children’s learning | Ongoing | Teacher involvement with families and parent participation in school events |
| **2** | Family Engagement Activities(Multicultural Night, STEM Night, Music Night, Literacy Night) | Parent/FamilyEngagement Committee | Students become more connected to the school | Ongoing | Parents and students express more school spirit and concern about the school |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:**

**With assistance of our Graduation Enhancement Tech, the guidance counselor, the ESOL Resource teacher, and other social services, the school will provide certain wrap around services that tend to needs of our families. On our school website, there is a parent page with resources available in the community and information on Title 1. We will also communicate with our families using the school Facebook page.**

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* Timely information about the Title I programs
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
* If the schoolwide program plan under is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency.

**RESPONSE:**

**Parents will be given a list of events for the school year. Reminder flyers and ConnectEd messages will be sent out on a regular basis to keep parents up-to-date on important events and dates at the school. Parents will gain information on curriculum and instructional programs at PTO and SAC meetings, as well as at Literacy Night, STEM night, and Math Night events. Families will be encouraged to provide regular feedback at these meetings and event nights, as well as through surveys, which will be shared with the LEA. Meetings will be arranged as requested. Parents will be informed of their student’s progress through progress reports and report cards through the FOCUS Parent Portal. School information will also be posted on the school website, marquee and the school Facebook page. Due to COVID, we may have to find additional ways to reach out to families instead of face-to-face meetings. We will work with stakeholders to keep our families engaged.**

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [ESEA Section 1116]:

**RESPONSE:**

**There will be at least one translator at all school events to assist parents and family members with limited English. Information will be shared via the ConnectEd telephone and email messages in both English and Spanish. Flyers will be sent home in the school’s weekly “Wednesday Folder”. The GET and Parent Liaison will help keep parents informed and assist in arranging for transportation to school events, as needed.**

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:**

**The GET and Parent Liaison will make home visits to families in need of support.**

# Uploads

Please prepare evidences below. Refer to your Beginning of the Year Timeline and Title I Crate for resources and sample documents.

**2019-20 Title I Crate**

* Evidence of parent input in the development of the school SIP/Title I Plan and Title I Budget (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of parent input in the development of the school Parent and Family Engagement Policy (PFEP) (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)

**2020-21 Title I Crate**

* Copy of the school SIP or Title I Plan (charter)
* Copy of the Parent and Family Engagement Policy (PFEP) (parent-friendly version)
* Copy of the Parent-School Compact (Final in all languages)