The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

**Assurances**

The above named school agrees to the following assurances:

* Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;
* Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
* Jointly develop/revise plan with parent and make available to the local community;
* Involve parents and families in planning, reviewing, and improving schoolwide program plan;
* Use the findings of parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school’s parent and family engagement plan;
* Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals;
* 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 teacher(s) who is out of field;
* Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

**Mission Statement**

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| **1. Does the mission statement include:**  How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement plan will assist in providing high quality instruction for all learners? | In support of the OCPS mission, to be the top producers of successful students in the nation, we at Union Park Elementary acknowledge our role is to lead our students to success with the support and involvement of families and the community. We fully understand the importance in communicating and involving families to help increase participation in their children’s education. We are committed to working jointly with parents. |

**Involvement of Parents**

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| **2. Does the plan include:**  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]? | At Union Park Elementary parents and families are involved in the planning, review and improvement of Title1 programs. Parents are involved in the decision making of how funds for Title1 will be used through attending School Advisory Council (SAC) meetings. A parent representative is requested for Budget Advisory Committee to discuss best way to utilize the funds to support parental involvement and student academics success. School surveys are sent yearly and discussed during SAC and PTA meetings to drive decision making. |

**Coordination and Integration with Other Federal Programs**

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| **3. Does the plan include:**  How the school will coordinate and integrate parent and family engagement programs and activities?  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]? | Union Park Elementary takes great measures to coordinate and integrate family engagement programs and activities.  Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family. Our School counselor works closely with our MVP population to make sure their needs are being met as per the McKinney Vento Act. Our ESE/ELL compliance person works with these populations to make sure parents are aware of all programs that will benefit that population of students. The school also makes sure that all correspondence is communicated in English and Spanish so that all parents understand the messages sent home.  Below are specific steps that Union Park Elementary will take to coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home: |
| **Program** | **Coordination** |
| Pre-K  Varying Exceptionalities  ESE - IDEA | Union Park will work with the VPK teacher and paraprofessional to ensure appropriate transition through regular parent conferencing for students into the regular classroom. Meetings will be held to discuss student needs and develop new IEP’s. An opportunity to orientation kindergarten and classroom visits will occur in spring and/or summer. Pre-K families will be invited to all Family Night events. Paraprofessionals will support our Magnet Program (Dual Language) |
| Title I | The Principal and Title1 Contact will coordinate with the Title1 office to provide opportunities for parent and family engagement at home, at school, and in the community. |
| Title II | The school will continue to work on informing parents at Florida Standards. Teachers will learn about these standards through Title ll funds |
| Title III | Provides funding for our ELL students Imagine Learning to support their oral language development. |
| Title X | McKinney Vento Program provides support to our homeless students. |

**Annual Parent Meeting**

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| **4. Does the plan include:**  A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s  Title I program?  A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?  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? | Union Park Elementary will host an annual title I meeting to inform parents and families of children participating in Title I program at the beginning of the school year.  We will host a single meeting to educate parents via the following methods:   * Annual Yearly Progress (AYP) via PowerPoint presentation and handouts * School Choice via district handouts and policies * The rights of parents via brochure and other resources   Parents and families are informed of the nature of the Title I program by the following statement: Title I schools receive services from the largest federal aid to education program existence. Title I has been in existence since 1965 and continues to level the academic playing field for children victimized by poverty. Title I funds provide services and educational programs to help students achieve. Title I/Migrant Programs administer in excess of $500 million in federal funds to school districts and agencies in Florida for high quality supplemental instruction and support services for educationally disadvantaged children. Our mission is to provide leadership and technical assistance to local education agencies (LEAs) and local operating agencies (LOAs) to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and sate academic assessments. We provide service to local school districts, agencies, private schools and local neglected and delinquent institutions for Title I, Migrant, and Homeless Programs.  Below are specific steps that Union Park Elementary will take to conduct the Title I Annual Meeting. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Advertisement of the meetings. Flyers, stickers with information for each child | Principal/Title 1 Contact | August 2020 | Flyer, phone calls, website, social media |
| Title I information posted on school website and other social media venues | Title I Contact | August 2020 | Website, Facebook, Twitter |
| Maintain documents | Principal/Title I Contact-Teachers | August 2020 | Agenda, Sign-in, Photos, Flyer, Powerpoint |
| School Messenger Connect Ed. Translations in Spanish is provided. | Principal/Parent Engagement Liaison | August 2020 | Phone/Voice messages and email |
| Advertisement of the meetings. Flyers, stickers with information for each child | Principal/Title 1 Contact | August 2020 | Flyer, phone calls, website |

**Flexible Parent Meetings**

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| **5. Does the plan include:**  How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]? | We offer multiple times throughout the day for parent meetings. Programs and meetings are also scheduled outside of the school day for such things as PTA, SAC, MPLC, All-Pro Dads, iMoms, Curriculum Events, Open House, book Fair, and others. Daycare through after school care is offered at some parent meetings for school-age children. In addition, report card conferences are available at various times throughout the day to best suit the parent’s schedules. Translators in English-Spanish will be available upon request.  As it pertains to services related to parent and family engagement, the school will provide the following:   * Transportation to a minimum of 1 Parent Academy * Cover the cost of staffing a childcare room with an OCPS staff member(s) for parents to utilize during parent activities and meetings |

**Building Capacity**

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| **6. Does the plan include:**  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 material and training to assist parents/families to work with their child(ren)?  How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]? | Union Park Elementary takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Our doors are open to the community through implementation of activities during and after school. Community members and organization can volunteer to support our students through our Partners in Education (PIE) program as well as ADDitions programs.  Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family.  Below are specific steps that Union Park Elementary will take to build capacity for meaningful parent and family engagement. | | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** | |
| Book Fair | Media Specialist | Increase reading proficiency | September 2020, March 2021 | | Sign In | |
| MPLC Meeting | CCT | Increase parent and community involvement | August 2020 – May 2021 | | Sign In/ Agenda | |
| Curriculum Nights | Teachers | Increase  understanding of  Florida Standards | October 2020, January 2021, March 2021 | | Sign In/ Agenda | |
| Open House | Teachers, Principal | Share OCPS  mission of high  expectations of  student academic  achievement and  procedures for  home, school and  teacher  connections | September 2020 | | Sign In/ Power Point | |
| PTA General  Meeting | PTA President | School  involvement;  ways to support  parents with  homework and  increase parental  involvement | September  2020-May  2021 | | Sign In/ Agenda | |
| Meet the Teacher | Teachers, Principal | Classroom  academic  expectations | August 2020 | | Sign In/Power point | |
| Learning  Conference | Principal, Teachers | During teacher parent  conference,  teacher will  review student’s  progress with  parents | September  2020, October  2020,February  2021 | | Sign In/conference notes | |
| Dual Language  Tour | Dual Language Teachers/CCT Principal | Increase parental  involvement as  well as district  involvement in  offering a  language rich  magnet program  to elementary  students | October November 2020, February-April 2021 | | Sign In | |
| Dual Language  Picnic/Dinner/  Award | Dual Language  Teachers/CCT, Principal | Bringing together all parents from the Dual Language Magnet Program to increase support from the parents achievement in all  academic areas and increase student |  | | Sign In/ Agenda | |
| FSA Night | Principal, Asst.  Principal, Leadership  Team and Teachers | Parents will be  informed of  information  regarding the new  state assessment | January 2020 | | Sign-In  Sheets/  Agenda | |
| Teach-In | Principal | Increase parental  support and  involvement in  career/community  education for  students | November 2020 | | Sign-In  sheets/Flyer | |
| Annual Title I  Meeting | Title I Coordinator | To advise parents  that we are a Title  I school, how  funds are used to  increase  academic  success across  the curriculum | September  2020 | | Sign-In  Sheets/  Agenda | |

**Staff Development**

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| **7. Does the plan include:**  A description of 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, in the value and utility of contributions of parents/families?  - in how to reach out to, communicate with, and work with parents/families as equal partners?  - in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]? | Union Park Elementary teachers will complete modules provided by The Title 1 Parent and Family Engagement department on how to reach out and communicate with families.  Union Park Elementary teachers will complete the modules listed below | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Parent and Family  Engagement  Professional  Development  Module 1 - Building  Strong Partnerships  with Parents and  Families | PEL | Improved school  staff resources to  create a welcoming  school environment,  understand and  value the  importance of parent  and family  engagement, and  maintain strong  school to home  partnerships | **October 2020** | **Sign-in sheets,**  **exit**  **slips** |
| Parent and Family Engagement Professional Development Module 2: Building Ties Between Home and School | PEL | Improved ability of staff to work with parents and families | December 2020 | Sign-in sheets, exit slips |
| Parent and Family Engagement Professional Development Module 3: Implementation and Coordination of Parent and Family Engagement Programs | PEL | Increased parent and family participation in school activities which support student achievement | February 2021 | Sign-in sheets, exit slips |
| Parent and Family Engagement Professional Development Module 4: Communicating and Working with Parents as Equal Partners | PEL | Improved  relationship,  communication and  collaboration  between  parents and school | April 2021 | Sign-in sheets, exit slips |

**Other Activities**

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| **8. Does the plan include:**  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) [ESEA Section 1116]? | We will hold curriculum nights and conduct surveys with our parents to ensure they are receiving the necessary help needed for them and their children to be successful and to inform them on the Florida Standards.  We will invite parents to serve as school volunteers in and out of the classroom, and we ensure parent communication is accessible in both languages.  There are also many times throughout the year where school spirit and community is built through various events such as field day, and Jump Rope for Heart. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Resource Center | Guidance Counselor,  ESE Contact, PEL | Ongoing | Sign In sheets |
| Virtual Academy | PEL, Media  Specialist | October 2020  December 2020  February 2021  April 2021 | Parent registration,  Media Center Sign-In  sheet |
| Parent Academy | PEL | September 2020  November 2020  December 2020  January 2021  March 2021  May 2021 | Pictures, Parent  Registration, Flyers |

**Communication**

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| **9. Does the plan include:**  How the school will provide timely information about the Title I programs?  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?  How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)/  How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]? | Title I and funding is discussed at the annual meeting and all SAC  meetings. Parent representation is requested at Budget Advisory  Committee meetings to discuss best ways to utilize the funds to  support parent involvement and student academic success. The  PFEP plan is discussed at SAC meetings and suggestions for  revisions are submitted to the Title I office and included in the SAC  notes. School surveys are sent yearly and discussed during SAC and  PTA meetings to drive decision making. Agendas are created before  the SAC meeting to include Title I information. All meetings  are advertised and attendance is promoted. The PFEP is shared  with all community stakeholders for review and future planning.  In order to communicate information about the curriculum, expected  levels of proficiency, and assessment measures, parents are invited  to meet with staff members, at minimum, 2 times per year. Staff  members are accessible through voicemail and email and return  messages within a 48 hour period. Parents are encouraged to meet on a regular basis and the compact is discussed regularly throughout the year. The other various ways information about curriculum and assessments are communicated to parents include curriculum nights, parent letters regarding district and state assessments, report cards and progress reports, an MTSS brochure, and personal invitations to MTSS meetings. Overall communication sent to parents is sent in English and Spanish. A communication log is kept in the office for parents who missed information. Parents are encouraged to provide feedback via PTA/SAC meetings, Budget Advisory Committee meetings, surveys, email, phone calls, including direct contact to the principal through her open door policy. Parents have reported they are satisfied with our school-wide plan. |

**Accessibility**

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| **10. Does the plan include:**  A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?  A description of how the school will share information related to school an parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand? | To better meet the needs of our parents, we offer all documentation  in Spanish and English due to our large Hispanic population, as well  as offering translators for all meetings. We contact parents via School  messenger in both English and Spanish and translate all  communication between the parent and teacher as necessary. Staff  members volunteer to translate and provide additional assistance to  those parents who have limited vision or reading capabilities. The  school is accessible for the disabled. Information is given to parents  regarding the district Parent Academy opportunities provided by  OCPS.  Union Park Elementary shares information through various best known practices in multiple languages in order to reach the highest number of parents  and families. The following outlines some of those methods:  • Home to school and school to home community in English  and/or other languages  • Student Planners  • Flyers  • Newsletters  • Connect Ed messages  • School Website  • Email |

**Discretionary Activities**

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| **11. Does the plan include:**  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.) | Below are additional activities and tasks Union Park Elementary will implement that are funded by Title I, Part A. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training. | This is implemented during parent meetings (MPLC, SAC and PTA) also includes input given at parent teacher conferences | Admin, PTA, MPLC presidents and teachers | Effective training leads to increased student achievement | 2nd Tuesday of every month for 2020-2021 school |

**Barriers**

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| **12. Does the plan include:**  A description of the barriers that hindered participation by parents during the previous school year?  A description of 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 [ESEA Section 1116]? | Union Park Elementary, after reviewing the previous years’  parent and Family Engagement Plan and accompanying  feedback, acknowledges the existence of the following barriers  to parent and family engagement:  • Childcare  • Language  • Time  Below are specific steps that Union Park Elementary will take to  address barriers that existed in the previous year. | |
| **Barriers (Including the Specific Subgroup)** | | **Steps the School will Take to Overcome** |
| Daycare for working parents (FRL/LEP) | | Provide in-school activity area for children, allowing parents to attend meetings. |
| Limited time after work to take care of  family needs (i.e. dinner) (FRL/LEP) | | Have homework area for students to complete on campus while parents attend meetingspp |

**School-Parent Compact**

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| **13. Does the plan include:**  As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement? | **Provide a scanned copy with this document of the School-Parent Compact and evidence of parent input in the development of the compact.**  The School – Parent Compact was written with the input of parents in the May 2020 SAC meeting. The compacts were reviewed and revised by SAC. The 2020-2021 compacts were then approved by the SAC committee before disbursement in September 2020. Attached find copies of compacts for 2020-2021 and committee meeting notes for SAC. |

**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by

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This policy/plan was adopted by the school on and will be in effect for the period of .

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The School will distribute this policy to all parents of participating Title I, Part A children on or before .

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| **Signature of Authorized Personnel** |  |
| **Date** |  |

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years Parent and Family Engagement Plan if applicable.

The following documents can be submitted as evidence:

* Parent survey of previous year’s events and activities
* Any SAC and PTA artifacts where Title I/PFE topics were on the agenda
* Parent Feedback Summary of PFEP Evaluation
* Parent and Family Engagement Activities Tracking Form