****

**2020-2021 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

|  |
| --- |
|[ ]  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 school-wide 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?**

|  |
| --- |
| School Advisory Council (SAC) meetings will be held monthly via WebEx 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 & Parent Engagement Polices are housed in the front office for review and can be requested by the public. This binder included the Title I PFEP brochure and the school’s Title I 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 will be coordinated by teachers with each family in the Spring. This will provide students an opportunity to share their academic portfolio of work and discuss their progress with their families. The student facilitates the meeting from start to finish. Family learning support is given to families through these conferences as well as other academic events/meetings. In addition, FSCG staff provides parents with tools and resources to help their student succeed academically, as well as aiding in developing and using social and emotional skills. |

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]

|  |
| --- |
| Informational trainings held through virtual meetings, conferences, events, and newsletters are held throughout the school year. Home visits are conducted by district staff and school administration, as needed, to reach parents that are unable to attend school events. In addition, phone calls are made through the translation department to engage parents. Parent Institute meetings are held to inform parents of tools and strategies that can be used to help their child succeed in reading, math, and science.  |

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 that will be sent home in English, Spanish, and Creole. A phone message in all 3 languages will also be sent to parents. A notice of the meeting will be posted on the marquee, PSE Facebook and Twitter pages, and will be sent through ClassDojo. During the meeting, Title I information will be presented by the Principal via video. Handouts will be made available for parents to view on the PSE webpage. Translation will be available and sign-in sheets kept for documentation purposes.  |

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

|  |
| --- |
| The Annual Title I meeting will be held to deliver information to parents about Title I school-wide programs and budget expenditures for SY21. The district will send home information about Title I programs during the first student week. SAC meetings will be held monthly in order to disseminate important information to parents. A summary of the Parkside Elementary Parent & Family Engagement Policy will be distributed to parents. Newsletters and the auto dialer will be used to regularly inform parents of important events and information. Additionally, PSE Facebook and Twitter pages, and ClassDojo will be used to provide information to 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 will be posted on the PSE website for parents to access. These items will be explained by the Principal and the Assistant Principals during the virtual meeting.  |

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

|  |
| --- |
| Meetings will be held virtually at various times, and will also be recorded for parents to access at their convenience. Our curriculum meet-ups will also be held virtually and will be accessible to parents at any time.  |

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

|  |
| --- |
| Translation services will be provided during parent engagement opportunities.  |

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** |
| Virtual Student Led Conferences: Students set academic goals and review data and progress with their parents.  | Spring |
| Virtual Parent Involvement General Meetings that include an academic component that builds capacity of parents to support student achievement. | Quarterly |
| Virtual District Sponsored Family Workshops: Parents learn how to help at home in Reading, Math, Science, and Social-Emotional learning. | Per Semester |
| Virtual School Sponsored Content Specific Learning: Parents learn strategies to support literacy, math, and science.  | Quarterly |

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 will receive professional development throughout the school year on topics such as: Canvas learning platform, Social-Emotional Learning, and content specific standards and strategies. Additionally, school-based CCPSedu training will be held during pre-service week on Parent Communication and 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 virtual Parent Involvement Meetings where parents are invited to discuss topics of interest. Staff members with expertise in these areas will be available to discuss and provide relevant information. Student Led Conferences will take place to inform parents of their student’s academic progress. |

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

|  |
| --- |
| Title I information will be sent home with students during the first week of school, as well as posted on the PSE website for CCPS Connect families. The annual meeting will be held to deliver information about programs and budget expenditures virtually in September. Monthly virtual SAC meetings will be held to disseminate important information to parents. A summary of the Parkside Parent & Family Engagement Policy will be distributed to parents as well as accessible on the PSE webpage. Newsletters, auto-dialers, ClassDojo, Facebook and Twitter will be used to inform parents of all upcoming events and important school 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 month of September, each grade level will hold a virtual grade-level meeting to provide an overview of the curriculum and grade-level expectations. Individual teacher/parent conferences will be held virtually to update parents on their student’s 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)?

|  |
| --- |
| Monthly school newsletters, school marquee, social media pages, and the auto-dialer will be used regularly to notify parents of upcoming events and programs. Monthly virtual SAC and quarterly Parent Involvement meetings will be held to inform parents about school initiatives and progress. |

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

|  |
| --- |
| Parents/Families can provide feedback through monthly SAC meetings and parent surveys. They can also schedule meetings with staff and/or administration. |

1. **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 personnel will be available to translate for parents in Spanish and Creole. Administration works closely with the Director of ESE Programs to ensure parents with disabilities have access to parent involvement activities and/or services.  |

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?**

|  |
| --- |
| 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 or 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.)

|  |
| --- |
| Virtual workshops will support parents in learning strategies to support literacy, math, science and social-emotional learning in the home. Supplemental resources/activities will be provided to families via print and on our webpage.  |

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 proficiency | Provide translators for all meetings and all documents are translated. |
| Parents may not be able to attend meetings due to work schedules. | Schedule events at various times and record meetings/events for parent access at a later time.  |
| Communication with parents and/or parenting support. | Fund the Parent Liaison |

1. **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](file:///%5C%5Cadnshrtmp%5Cadn%5Cshr%5CADNTITLE1SCHOOLS%5C1.%20Title%20I%20Required%20Documentation)

|  |
| --- |
| 1. **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](file:///%5C%5Cadnshrtmp%5Cadn%5Cshr%5CADNTITLE1SCHOOLS%5C1.%20Title%20I%20Required%20Documentation)
 |

1. **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](file:///%5C%5Cadnshrtmp%5Cadn%5Cshr%5CADNTITLE1SCHOOLS%5C1.%20Title%20I%20Required%20Documentation)

###### **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 | 472 | Parents received information regarding school programs and the Title 1 budget to help encourage and build a home/school connection.  |
| Student Led Conferences – Student/Parent data meeting | 1 | 340 | Students and parents, together, set academic goals and reviewed academic progress. |
| Parent Involvement Meetings  | 5 | 30 | Parent Involvement Meetings included an academic component that helped build parents’ capacity to assist their student. |
| Dad’s Day –Dads Take Your Child to School Day | 1 | 102 | The Dads Take Your Child to School Day initiative serves to highlight and support fatherhood engagement in education by helping schools foster this important connection with fathers and father figures. |
| Math Night & Curriculum Mornings – Information sessions focused on grade level content and strategies for parents and families.  | 7 | 215 | Provide curriculum knowledge and support to parents and families seeking to assist their child at home.  |

1. **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** |
| CCPSedu training was held during the teacher pre-service week on Parent Communication/Involvement. | 1 | 18 | Professional development focused on ideas and opportunities to best involve parents and families in student learning. |

1. **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?

|  |  |  |
| --- | --- | --- |
| **Barrier (Including the Specific Subgroup)** | **Steps the School took to Overcome** | **Implementation** (Full, Partial, Not Yet) |
| Limited English proficiency. | Provided translators for all meetings and all documents were translated. | Full |
| Parents may not be able to attend due to work schedules. | Scheduled events at various times. | Full |
| Communication with parents and or parenting support. | Funded the Parent Liaison. | Full |