



2020-2021

Title I, Part A Parent & Family Engagement Plan (PFEP)

I, **Steafon Jenkins**, 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:
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
- Jointly develop/revise with parents the school Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community;
- Involve parents, 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's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP;
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- Provide each parent timely notice when their child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal or Designee

Date Signed

****Please use the data from the school's survey(s) (*Advance Ed and 5Essentials*) to complete this Parent & Family Engagement Plan!**

Mission Statement (optional)

Parent & Family Engagement Mission Statement

Response:

The Alternative Education Program believes that parent involvement is essential to student achievement. The Parent Involvement Plan strengthens our partnership with parents as we work together to teacher children. The Alternative Education Program knows that through the collaborative efforts of all people who support our students, we will continue to excel at teaching the skills that children need to be productive members of our society.

Engagement of Parents & Families

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used.

Response:

The School Advisory Council (SAC) meets four times yearly, and is responsible for the planning, review, and improvement of Title 1 program. All parents are invited to be members of the Alternative Education Program SAC. SAC members provide input on the Parent Involvement Plan and the Title 1 budget, as well as all other plans related to school improvement. Parent surveys are also used to solicit parent input. Comments from parents are documented on SAC meeting minutes. Parents attend the annual Title 1 meeting and input specific to Title 1 programs is solicited.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

count	Program	Coordination
1	Title 1, part C	Collaboration with migrant staff to assist with communication, increase communication, and accessibility for non- English speaking families.
2	Title IX, Homeless	The school- works closely with the Title IX Coordinator, to ensure that homeless students have the materials and resources they need to be successful.
3	Title 1 Part D	Highbanks and Riverview will hold orientations for all students entering an alternative education program, Within the orientation all students and their families will be assessed for the need of programs, agency connections and additional resources as available. Plans of actions to encourage student attendance of programs includes a close relationship with social workers, guidance school based, and other resources to ensure student success.
4	Title 1 Part A	Staff development for parental involvement is provided via Title 1 funds.
5	Title III	Collaboration with our ESOL staff to assist with communication, increase communication and accessibility for non-English speaking students.

Annual Title I Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents' schedules.**

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1.	Establish Open House/Title 1 Annual Meeting date and activities	Principal and SAC	Meetings to be scheduled in September for Open House Annual Title 1 meeting once during 3 rd quarter and once during 4 th quarter.	Parent Sign in Sheets results of the Parent Survey
2	Prepare agenda for Open House/Title 1 Annual Meeting	Principal and Assistant Principal	August 2020	Number of individuals in attendance, Flyer, Website, connect ed message (s)
3	Gather information on Title 1 such as brochures and DVD outlining services	Assistant Principal	Meeting to be scheduled in September for Open House one during 3 rd quarter and once during 4 th quarter	Meetings to be scheduled in September for Open House, once during 3 rd quarter and once during 4 th quarter
4	Train teachers about plans/goals of Open House/Title 1 Annual Meeting	Principal and Assistant Principal	Meetings to be schedules in September for Open House, Once during 3 rd quarter August 2020	

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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 parent and family engagement.

Response:

Workshop and meetings will be scheduled at different times to accommodate parents varying schedules and availability. Meetings may be scheduled in the morning, afternoon and evening. For example, activities such as Open House and Annual Title 1 meetings will be scheduled in the evening and mornings. Generally, SAC meetings are held after school. Input for the School Improvement Plan is solicited from parents, we schedule input times in the morning, afternoon, and evening to ensure that parents can participate.

Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families 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 and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Individual parent/student orientation meeting	School staff	Provide information to parents on expectations and how parents can help their children	August 2020- May 2021	Orientation Packets, Surveys Enrollment and student attendance
2	Individual IEP reviews at Exit Meetings	School Staff	Provide information to parents concerning transition back to zone school	August 2020- May 2021	IEP
3	Individual orientations for students and parents prior to the start of school	Administration and Guidance	Increase parental involvement and student academic success	August 2020	Enrollment and application packets
4	Parent Involvement Center	Administration & Title 1 contact	Increase parental involvement and positively impact student attendance and academic success.	August 2020- May 2021	Parent sign in sheet when attending parent center/attendance

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Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent and family engagement programs, and build ties between parents and schools.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	ERPD, PLC's and Progress Monitoring	All Staff	Designed and implemented to improve the resources, knowledge and ability of staff to effectively collaborate with parents through providing examples of best practice of parental involvement. Through this idea and practice, student academic success will improve	On going	Teacher input
2	SIP	All Administration & SIP Participants	Development of SIP that assist in effective implementation of ideas for collaborative environment and student achievement	Summer 2020	Summer Institute
3	Family Seasonal Cultural Programs for families	Administration and Staff	Develop programs for cultural events to encourage parental environment and participation	Quarterly	Parent Surveys on events
4					

Communication

Describe how the school will provide parents and families of participating children the following:

- 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 meet;
- 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; and
- If the schoolwide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency.

Response:

Information about Title 1 programs will be provided through booklets, brochures and an informational PowerPoint shown during Open house. The Title 1 Parent Involvement Plan Brochure and Title 1 Booklet are available at the School Office. Curriculum and assessment information is shared by teachers at Open House and during Parent/ Teacher conferences. FSA assessment information is mailed to parents. Parents may provide input to the school via Parent Input form, Interim Reports and Student report cards. Information regarding the school curriculum and expectations are provided to each family during the individual student orientation.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (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.

Response:

Information regarding parent participation is provided to parents via school website, connect-5 phone messages and parent/teacher conferences. District information is available in English and Spanish. When request, the district a translator when school staff are not able to assist. District personnel will provide information for parents over the phone and at conferences. Parents with special needs are accommodated. The Alternative Education Program is handicapped accessible.

Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan (PFEP).

Please upload into SharePoint and keep copies for your records.

Upload School-Parent Compact

Note: As a component of the school-level PFEP, 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.

Please upload into SharePoint and keep copies for your records.

Upload Evidence of parent and family input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

Please upload into SharePoint and keep copies for your records

Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

Parent & Family Engagement summary (Building Capacity Summary)

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I Annual Meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent/Student orientation meetings	95	290	
2	Individual IEP reviews at Exit meetings.	27	58	
3	Title I meeting	2	10	
4				

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous 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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ruler Training	1	43	Helped staff meet emotional needs of students by proper identification of emotions.
2	Blended Learning	1	43	Helps staff involve parents in the classroom activities, and engagement.
3	Social Emotional Learning	1	43	Learning how students need different styles and methods when dealing with emotions.
4				

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	All Subgroups living beyond the walk zone had difficulty accessing the school due to transportation and time constraints.	Continue to provide access via electronic means or by meeting in neighborhood schools.
2	Literacy	Continue to teacher develop literacy skills
3	Life skills	Complete development
4	Behavior	Social Skills Development – Students communicated with teachers via TEAMS to assist them with the online learning process. This was effective in assisting students with academic progress and guided instruction that was needed to ensure all stake holders was given the opportunity for success in the educational process.

Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Effective communication.	Clear messages to encourage parental support.
2		
3		
4		

**Please submit completed Parent & Family Engagement Plan (PFEP)
to your Title I Office Representative.**

***PFEP must be signed by the Principal and approved prior to
being uploaded into CIMS
Steafon Jenkins***

Approval check by PFE NS

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