



I, Kathleen Melrose, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. 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 the PFEP Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the plan. 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 outlined in Section 8101, ESEA;
- Involve the parents and family 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 [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-Level PFEP, distribute it to parents of participating children, and make it available to the local community [Section 1116(b)()];
- 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3);
- Use the findings of PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP [Section 1116(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112 is not satisfactory to the parents and family of participating children, the school will submit parent and family comments when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(i)]; 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 [Section 1112(e)(1)(A)].

Principal Signature

Date

8/14/20

Parent and Family Engagement Mission Statement (optional)
Morningside Elementary recognizes the valuable contributions that parents make to their students' education. We will embrace every opportunity to involve our parents in the decision making process.

Involvement of Parents/Families
Describe how the school involves the parents/families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]. A Title 1 parent meeting will be held in September. At this meeting the compliance requirements of the Title program is explained in detail. All parents are encouraged to attend this meeting and child care is provided. The meeting is held at flexibles times to accommodate family's needs. Additionally, the School Advisory Council is made up of staff, parents, and community members. The Title 1 budget and programs is also discussed at the monthly School Advisory Council meetings.

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)

Program	Coordination
Curriculum Nights (Reading, Math, & Science)	Each quarter our curriculum committees will host and organize family events to provide support and information on specific standards and expectations at each grade level.
FSA Family Information Session	Teachers in grades 3-5 will provide an FSA Family Information Session to explain the rigor and requirements of meeting grade level proficiency on state mandated
Open House	Prior to the start of school, parents and students are invited to meet their teacher and learn about the expectations for the upcoming year.

Annual Parent Meeting

Provide a brief description of the following:

- **Specific steps your school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I program.**
 - **The nature of the Title I program that is shared with parents (school-wide or targeted assistance).**
 - **How the school, at the annual meeting, will inform parents of school performance data and the right of parents.**
- The Annual Title 1 Meeting will be coordinated by the school based leadership team. The meeting will be announced with sufficient notice through multiple ways such as flyer, phone call, and social media.
 - Child Care will be provided for the evening meeting.
 - A Title 1 PowerPoint outlining all the requirements will be reviewed and discussed with parents.
 - The Following topics will be discussed at the meeting:
 - What is Title 1?
 - How does Title 1 work?
 - What are parent's rights?
 - School Accountability
 - Standards and Curriculum
 - Title 1 funding and supplemental supports
 - Working together
 - Parent Involvement Policy Requirements
 - Support your child's education

Flexible Parent Meetings

Describe how the school will:

- Offer a flexible number of meetings, such as meetings in the morning or evening,
- Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].

Meetings are held both in the morning prior to school starting as well as in the evening. We offer a variety of informational and curriculum meetings for parents to attend as well as make up sessions upon requests. We also provide child care for such events so parents can participate. Title 1 funds support dissemination of printed materials as well as food for some of the events.

Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement
- Implement activities that build relationships with the community to improve student achievement
- Provide materials and trainings to assist parents/families to work with their child/children.
- Provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
Kindergarten Parent Night	Kindergarten Packet including expectations, standards, what do work on at home, schedules, and upcoming activities.	Kindergarten Teachers	August 2019	Parent Sign in sheets

Open House/Meet your Teachers	Welcome packets with expectations, schedules, and upcoming events.	K-5 Teachers	August 2019	Sign in sheets
Title 1 Night	Title 1 packet including requirement and compliance details.	Administration	September 2019	Sign in sheets
Family Night Out	Notification Flyer	Parent Events Committee	Quarterly	Attendance
Curriculum Nights	Curriculum packets and information based on subject matter being addressed	Curriculum Committees	Quarterly	Sign in sheets
Parent Involvement Training	Volunteer Requirements	Volunteer Coordinator	Ongoing	Volunteer Hours

Staff Development

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

- **The value of their contributions;**
- **How to reach out to, communicate with, and work with parents and families as equal partners; and**
- **How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].**

Activity	Person Responsible	Area of Focus	Timeline	Evidence of Effectiveness
Social Emotional Learning Overview	School based trained trainers	Family life impact on schooling/understanding and recognizing students 'emotional needs	August	Sign in sheets & participation
SEL Curriculum	School based trained trainers	Implementing daily circles and curriculum that focuses on family life impact on schooling/understanding and recognizing students 'emotional needs	October	Sign in sheets & participation

Other Activities

Describe other activities, such as a parent resource center, the school will conduct in order to encourage and support parents/families in more meaningful engagement in the education of their child/children [ESEA Section 1116].

Parent resource Corner and guidance department support is ongoing and encourages family participation and support.

Communication

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

- **Timely information about the Title I program and activities;**
- **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 participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

Accessibility

The school will provide information regarding parent meetings using: Monthly Parent Newsletters, the school website, Skyward Portal, School Messenger in English and Spanish (when translator is available), and Friday Communication Folders. Information concerning assessments, curriculum information and the way in which it is assessed and data will be discussed throughout the year. These times may include Open house, student led conferences, School Advisory Council meetings, Parent Conferences, IEP meetings, EP meetings, and MTSS meetings. Progress monitoring, data, including, but not limited to FSA, and district assessments will be shared with parents during SAC meetings and parent conferences. Parents will be notified of SAC and PTO meetings in the parent newsletters, marquee, and School Messenger phone calls. The parent newsletter is sent home with students the first part of each month. Activities for that month will be on a calendar within the newsletter. Follow-up School Messenger messages will be made prior to the event. Parental feedback and sign-in sheets will be used to monitor attendance.

Discretionary Activities (Optional)

Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Barriers

Provide a description of the:

- **Barriers that hindered participation by parents during the previous school year**
- **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].**

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Homeless Families	Grace packs, community agency support, building ongoing relationships.
ESOL Families	Offer translation and resources in multiple languages.