



I, Ellen Harden, 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

Parent and Family Engagement Mission Statement (optional)

Our mission is to develop a school-family-community relationship that will have a positive impact on student achievement. We will work collaboratively with families and the community, provide decision-making and learning opportunities, and offer various modes for providing input.

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].

Title I Documents	Meeting(s) to Gather Input	Strategies Used to Invite Input	Method of Involvement	Evidence of Participation
School Improvement Plan (SIP) and School Advisory Council (SAC)	SAC is comprised of parents, community members, staff and students. SAC convenes to revise and approve SIP, monitors SIP monthly, approves and monitors budget. SIP approved by school board DATE	Parents, community, staff and students are invited to join SAC in August/September annually. SAC Roles are voted on for the school year. Parents are provided with links to SIP as students enroll throughout the year. Annual Parent Meeting is held DATE	School Messenger, Marquee, Website, TEAMS Parent conferences, calendar invites, emails, surveys Parents provide input in writing or in small group discussions with notes from facilitator	Attendance Roster of SAC Attendance at SAC meetings Minutes from meetings Attendance at annual parent night, virtual input documentation, surveys
Parent and Family Engagement Plan (PFEP)	Parents provided document at Intake/enrollment throughout the year, annual plan parent approval, SAC approval, end of year review/changes made	SAC membership, annual parent night advertised, Title I parent events throughout the year, on webpage	School Messenger, Marquee, Webpage, emails, parent conferences Parents provide written and verbal feedback	Attendance at parent annual meeting, attendance of parents as SAC members, attendance at Title I events, attendance at orientation/intakes throughout the year
School-Home Compact	Reviewed as a part of intake	Provided to families at intake	Available both on web and hard-copy Parents provide written feedback	Attendance at intake and signed copies
Title I Budget & Framework	SAC & Faculty Council input and approval	Part of SIP	Faculty Council and SAC Parents provide written feedback	Attendance
Parent & Family Engagement Funds	Parents attend events - calendar	Part of SIP	Parents participate in discussions	Attendance/Notes

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
Title II	Professional Development Team (OTL) works collaboratively with teachers to provide staff with PD in regards to improving teacher quality. Title II funds are used to pay for substitutes so PD for teachers can take place, as well as materials needed for training.
Title III	ESOL staff and classroom teachers ensure that information going home is translated when necessary. Staff members assist with on-site translations when needed.
Title IX	Homeless The Office of Title I and the district Homeless Liaison work collaboratively to meet the varying needs of our youth and families in transition (Title IX).
FDLRS/ESE	Title I and FDLRS collaborate to address the needs of students and families. Training for parents of Title I ESE students is provided by staff from the Office of Exceptional Student Education and school based teams.

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.**

How are families notified of the meeting?

Flyer, School Messenger, newsletter, marquee, Facebook and our Webpage

What information is provided at the meeting? The Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum.

How are parents and families informed of their rights?

Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office as part of our School Improvement Plan documents.

Flexible Parent Meetings

Describe how the school will:

- **Offer a flexible number of meetings, such as meetings in the morning or evening.**
We offer meetings based on parent requests. These meetings are held virtually and in person at the time requested by the parent.
- **Provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement [ESEA Section 1116].**
We utilize assistance from district social workers to contact and communicate needs with school, staff will schedule home visits and arrange supports based on the communicated needs.

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
Curriculum Areas	Core content by grade level with scope and sequence	Teachers Canvas and Edgenuity	First Semester Second Semester	Parents will have access and be trained on content curriculum used by teachers so that then can assist students and contact teachers for support
State Assessments & Diagnostic/ Progress Monitoring data	Individual student results and where students need to be	Assessment Specialist and Teachers	Lagging Data at Intake and Monitoring Data Each Quarter	Parents/students will have an understanding of the current data of where their child is currently performing, what is expected and action plan
Technology	Access to Virtual Curricula, Skyward, Bus Locator, Communication tools	Teachers	At Intake and during parent conferences	Parents will be able to monitor student attendance, behavior, academic performance, location on bus. Parents will be able to communicate with teachers in real time as needed.
Transition	Awards	All Staff	Dec and May	Parents/student meet criteria

Parent/ Teacher Conferences	Data as determined by need	Teachers	On-going	Parents and staff meet to review data and determine action plan
Graduation Requirements & Scholarships	Criteria and information	Graduation Coach	January	Parents provided with accurate information on child's graduation status and scholarship information
College & Career	Information	Guest Speakers	February	Parents attend fair and able to gather information

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
Value of parent contributions	School Counselor	Value of quality education on future earnings	Annual Meeting and intakes	Parent participation as partners in their child's graduation and post-graduation planning
Communication with parents	Teachers	The value of parents and teachers working as a team for student academic success	On-going	Student achievement, student behavior data, student attendance data, promotion/graduation
Implement and coordinate parent/family programs	School Social Worker, Counselors, admin	Families provided resources for assistance within the community	As needed	Parents/students receive needed services

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].

Students enrolling for the first time at DCEC attend an orientation/intake meeting with a team of educators. The purpose of the meeting is to complete enrollment, provide information to parent about school and staff, review contact/address/email to ensure updated records, review academic detail, assessment data, IEP/504/ELL plan, initiate PST if needed, design communication plan and develop graduation/promotion plan based on communicated goals by student and parent.

Communication

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

- **Timely information about the Title I program and activities;**
This is provided at Intake meeting and annually
- **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;**

This is explained to parents and students at Intake. The delivery of instruction either Live or Virtual is determined and parents/students trained in how to access, record attendance and work through all core content. STAR diagnostic and progress monitoring as well as lagging data from FSA are examined and defined, Graduation plan created, and communication with teachers is set up also.

- **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].**

Communication method (email, phone, virtual/live meetings) is set up during intake. Parents contact teachers directly for immediate answers to curricular questions, contact data specialist for updated information and attendance issues. Communication with administration, guidance, assessment, health are all available on demand.

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 Barrier
Parent Attendance at Events	Create a flexible calendar of events that parents can sign up for on school calendar. Events can be offer both live in smaller groups and virtually. House leaders will invite parents and host events with support from school and community stakeholders.