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**2020-2021 School Parental & Family Involvement Policy (PFEP)**

**School**: Highlands Elementary

## 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

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|  | 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 schoolwide 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] |

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| **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?**

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| SAC meetings collaborate with parents in order to gather timely input for improving and enhancing school programs that benefit students. Parent input is also gather via survey and at other family events. |

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**?

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| Parent involvements activities align with school improvement initiatives and areas of greatest need for students. These activities occur at a variety of times with parent input gathered at these events in order to improve. Translations are always available for parents. |

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]

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| Purposeful parent involvement activities occur through collaboration with the Parent Involvement Lighthouse Committee and STREAM Team. Each activity provides an activity parents complete either at home with their child or at school to further academic understanding and provide leadership opportunities. |

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

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| A flyer goes home to parents in three languages informing them of the Annual Meeting. Additionally, a caller is done in three languages and information is posted on the marquee. Twitter and Facebook are also used to disseminate information. On the day of the Annual Meeting, an additional auto dialer is sent home prior to the event. |

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

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| The Title I budget spending, communication strategies, School Improvement Plan summary, parent involvement activities, and parent resources will be shared during the Annual Title I meeting. |

Provide a description of how the meeting will cover the rights of parents at the annual meeting?

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| The Parent and Family Engagement Plan (PFEP) goes home and explains the rights of parents. The Principal and Assistant Principal will also further explain these items. Additionally, a flyer goes home to parents notifying them if teachers are not state certified. |

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

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| Throughout the year, parent meetings occur at both morning and evening times providing parents the opportunity to attend at their convenience. |

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

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| Home visits, conducted by the administrative team and teachers, occurs when needed in order to connect with families. Translations are provided at parent events throughout the school year. |

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?

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| **Content and Type of Activity** | **Timeline** |
| Student Led Conferences – allow students to describe their academic and behavior progress toward their goals. | Fall |
| STREAM/Literacy Activities – welcome parents into the school to engage in a meaningful academic activity with their child. Materials are also provided for parents to complete with their child at home. | One each semester |
| Parent Resource Cart – empower parents to implement different academic and behavioral strategies at home in order to in order to increase student achievement. | Ongoing |
| Curriculum Night – each grade level has an evening meeting with parents in the Fall to inform them about grade level expectations. This may be completed virtually for FY21 and uploaded for parent access on the HLE website and social media sites. | September |

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

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| During the teacher pre-service week, a parent involvement training reviews best practices in communicating with parents and involving them in their child’s education. Additionally, front office staff participate in professional learning on how to create a welcoming school environment for parents and community members as well as engaging with effective communication strategies. Throughout the school year, teachers receive training on how to identify students who are struggling and who need effective Student Success Plans with parent input. |

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)?

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| **A parent library in the media center provides families with literature about parenting and supporting their child’s academics. Additionally, the school counselor provides Love and Logic training for parents who are interested in learning more about positive behavior strategies.** |

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

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| Information about Title I programs is provided at monthly SAC meetings and at the Annual Title I meeting. Additionally, a monthly calendars and flyers go home with students. Parent receive reminders about upcoming events at each parent involvement activity. |

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?

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| During the first 30 days of school, each grade level holds a curriculum night with an overview of the curriculum and grade level expectations. Parents review progress of their child during Student Led Conferences. |

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)?

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| Monthly SAC and PTO meetings inform parents about school initiatives and student progress and request parent input. Parents also review progress of their child during Student Led Conferences. Parents may schedule individual conference with teachers and administration about any concerns that arise. |

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

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| Parents have the opportunity to provide feedback at monthly SAC meetings and parent surveys. Parents may schedule meetings with teachers and administration about any concerns that arise. |

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).*

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| Tutors and other bilingual school personnel support provide translations that make information accessible to everyone. Phone messages and many documents are delivered in the three primary languages of our community: English, Spanish, and Haitian Creole. School newsletters have a section dedicated to parent involvement. This section is printed in the three languages. |

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?**

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| **To ensure all parents have the opportunity to participate in parent involvement events, Highlands Elementary School provides activities with bilingual staff and materials. In addition, translation equipment (Talk and Listen system) is utilized for all events. Parents receive translated flyers and announcements regarding parent involvement. Parents with disabilities are welcome to attend all activities. Accommodations allow access. Event flyers include information instructing parents to contact the Parent Involvement Coordinator if they are in need of an accommodation.** |

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.)

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| At parent involvement events, food is provided as well as learning materials in order to increase family attendance. |

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)?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Limited English proficiency | Provide translators for all meetings |
| Minority parents may be uncomfortable participating in school events | Consciously recruit employees of all races |
| Parents may not be able to attend due to work schedules | Schedule events at various times |

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:///\\adnshrtmp\adn\shr\ADNTITLE1SCHOOLS\1.%20Title%20I%20Required%20Documentation)

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| 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:///\\adnshrtmp\adn\shr\ADNTITLE1SCHOOLS\1.%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:///\\adnshrtmp\adn\shr\ADNTITLE1SCHOOLS\1.%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.**

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| **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 | 425 | Information provided parents of the resources available to support student achievement at school and home. |
| STREAM Events | 2 | 315 | Families participated in STREAM learning and received take home learning kits to support school-to-home learning. |
| Curriculum Nights and Title I Family Nights | 1 | 46 | Academic information, grade level expectations and support strategies were provided to all in attendance. |
| Open House | 1 | 427 | Information pertaining to school routines, expectations, and resources were provided to all in attendance. |
| Lighthouse Lending Library | 0 | The Lending Library activity/access was not implemented due to COVID-19 and entitlement budget cuts. | The Lending Library allows parents to check out bilingual books to build the love of literacy in the 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.

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| **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** |
| The CCPS Family Engagement and Family Powerpoint was used to educate staff in August. The presentation reviews the difference between the two terms and the value of engaging parents in their child’s education. | 1 | 63 | Educated staff on the impacts of family involvement due to engagement. Anticipated impact is increased family engagement and involvement to support the overall wellbeing of each student. |

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?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School took to Overcome** | **Implementation**  (Full, Partial, Not Yet) |
| Parents attending events | Provide translators for all meetings, consciously seek to recruit employees of all races/ethnicities, schedule events at various times | Full |