

**2020-2021**

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

I, Cassie Chandler, 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 |

# Mission Statement:

Through collaboration between Volusia County Schools, Halifax Health and the Department of Children and Families, our students will improve their functioning in relation to family, community, educational and residential environments.

# 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.

Upon admission to the Day Treatment Program, families are provided with a schedule of bimonthly treatment team appointments. Educational progress in academic courses is shared with the physician and parent at each treatment team meeting. Parents are also provided with a suggested date and time for each student’s Individual Education Plan meeting. At this time, student success in Reading, Math, Science and Social Emotional Skills are discussed. At annual meetings, parents are surveyed as how to allocate funds for parent involvement.

# 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 | HBS | Student and family group and individual counseling |
| 2 | HBS | Treatment team meetings involving school, physician therapist and family |
| 3 | HBS | Parenting Groups |
| 4 | VCS | After School Tutoring |

# 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** |
|  | Annual Meeting | Program Specialist | 9/14/20201/11/2021 | Parent sign in sheets, parent surveys |
| 2 | Parent flyer to announce Annual Meeting sent home/announcement on HBS webpage | Lead Teacher | 9/8/201/6/2021 | Parent sign in sheets |
| 3 | Agenda, Title 1 Handouts | Lead Teacher | 9/14/20201/11/2021 |  |
| 4 |  |  |  |  |

# 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.

Every student who is admitted to the Day Treatment Program is given a choice of date for student orientation. At this orientation meeting, parents meet with teachers, therapist, and medical staff to explain program procedures and policies. Each student is provided instruction through the Hospital/Homebound program. Parents are provided dates and times to meet their schedules. Family therapy sessions are flexible provided the minimum amount of sessions are met. Parents can also request parent conferences at any time.

# 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 | Parent input regarding parent/school compact | Program Specialist | Suggestions regarding curriculum, program and policies | August 2020 | Review parent input |
| 2 | Annual Meeting | Program SpecialistLead Teacher | Parents will become more familiar with Title 1 programs and school-based curriculum | September 2020January 2021 | Review parent surveys |
| 3 | Family therapy sessions | HBS | Improved parenting skills | 2021 school year | 2021 parent exit surveys |
| 4 | After school tutoring | VCS | Improved course progression | 2021 School year | Review of quarter grades |

# 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 | Day Treatment combined staff meetings | VCS and HBS | Improved collaboration between HBS and VCS to support student learning | 2021 school year | Student behavior sheets, review of student time on task points |
| 2 | Faculty meeting addressing parent involvement activities | Program Specialist | Increased parent involvement in the medical setting | 2021 school year | Parent home notes |
| 3 | Virtual Instruction | Program SpecialistLead TeacherVCS Staff  | Engaged student learning via the online platform | 2021 school year |  Daily instructional activities |
| 4 | Health and Safety Staff Training/Updates | Program SpecialistVCS Staff | Reduced student absenteeism due to health concerns | 2021 school year | Student attendance |

  **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.

Daily communication is sent home to the parent of each student. Classroom newsletter are sent home on a scheduled basis from each classroom. Parents can request conferences on an ongoing basis. Parents are asked to sign attendance sheets at the annual meetings held 2x per year indicating Title 1 information was shared. In addition, Title 1 information is shared on the school webpage.

 **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.

Interpreter for limited English proficiency parents are available

Spanish language Title 1 flyers are provided to limited English proficiency parents

Information shared with parents regarding mental health- based parenting groups

Suggestions for parent input shared on school webpage

# 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 input regarding parent/school compact | 1 | 16 | Improved involvement with parents and students with school activities |
| 2 | Annual Meeting | 2 |  Sept 17: 5Jan 13: 7 | Improved involvement with parents regarding school activities and communication |
| 3 | Family Therapy Sessions | Bimonthly through 2020 school year | 220 | Improved family dynamics and communication across various settings |

# 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 | Faculty meeting parent involvement | 1 | 11 | Improved parental involvement in student academics |
| 2 | Accelerated Education Training | 1 | 11 | Improved access to online learning platform for students in Day Treatment |
| 3 | Day Treatment staff meetings | 6 | 13 | Improved collaboration between VCS and HBS staff involving student behaviors and academics |
| 4 | Early Release Professional Development | 8 | 11 | Increased staff awareness of academic programs to facilitate student learning |

# 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 | Mental health diagnoses and family dynamics | Ongoing mental health counseling for students admitted to Day Treatment and their family |
| 2 | Transportation | HBS assists families regarding transportation |
| 3 | Patient confidentiality laws | Parent resources are available via newsletters, individual parent meetings and school website |

# 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 |  |  |
| 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***

Approval check by PFE