****

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

**School**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## 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

|  |  |
| --- | --- |
|  | 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] |

|  |  |  |
| --- | --- | --- |
| **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?**

|  |
| --- |
| Parents are invited to attend the SAC meeting where the PFEP draft is presented. At the meeting parents are invited to share changes to how the Parent Involvement Budget is to be spent. Parents are also asked for input on what activities/strategies they feel would increase student achievement and parent involvement. Discussion and parent input is encouraged. Suggestions are followed up on throughout the year and include a variety of evening events on campus, providing give-aways such as reading materials and uniform items as an incentive to attend. Events (Virtual or In-person) may include Math/Science Night, Student Led Conferences, SAC meetings, literacy events. Parents are also invited to become a member of the Pinecrest PTO which meets on the second Tuesday of each month at 6:00 pm in our school cafeteria. |

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**?

|  |
| --- |
| Pinecrest plans parent involvement programs and activities that engage the whole family. Each year parents are invited to our Curriculum and Title I evening, School open house (Pk/K In-person and 1-5 Virtual), book fairs with family literacy activities, conferences led by our students, and district parent institutes held at our school. Headstart services are provided on our campus. Parents and students are fully included in our school community and invited to participate in our events. |

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]

|  |
| --- |
| Our English Language department provides programming to families in English, Spanish and Creole. Translation is always available during events. Parents come to our programs to learn how to help their child with basic reading skills, math fluency and problem solving, writing and homework. After attending our workshops families can check out math fact cards, sight word cards, books in dual languages and manipulatives. |

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

|  |
| --- |
| Our Annual Title I Parent meeting flyer is created and translated into English, Spanish and Creole. The flyer is provided to parents during our meet the teacher event, sent home with all students two weeks prior to the event and posted in the front office. The flyer is sent home again one week prior to our event as a reminder. The school marquee, phone messenger system, texting and email are all employed to publicize the meeting. The principal and SAC chair prepare the meeting agenda. The principal conducts the meeting with the SAC Chair and shared information about supplemental educational services and the rights of parents. Parent input is elicited and comments or suggestions are discussed and recorded in the school SAC minutes. |

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

|  |
| --- |
| Pinecrest administrators share the supplemental staff, professional development, supplies, materials, equipment, parent resources and beyond school programs that will be funded through our Title I budget. |

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

|  |
| --- |
| Parents are provided with the Right to Know information in August and the Out of Field Teacher Status in October and February via the student Home School Communication folders. Parent compacts in three languages are reviewed during the parent meeting and distributed via the Home School Communication folders. |

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

|  |
| --- |
| Parents have opportunities to attend evening School Advisory Council Meetings and PTO meetings offered monthly (virtually as of now). During the SAC meetings, the School Improvement Plan, Title I plan, Use of Funds and the Parental and Family Involvement Plan are shared and parental input is elicited. Parent Institute events are held both at Pinecrest. Parents participate in student-led conferences held once in the evening and once in the morning each year. Pinecrest will offer events for parents to include make and take, math, literacy and working at home with your child. |

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

|  |
| --- |
| Pinecrest will provide translation at parent engagement events. Children are always invited to the events so that childcare is not necessary. |

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?

|  |  |
| --- | --- |
| **Content and Type of Activity** | **Timeline** |
| **Open House/Meet and Greet/ Title 1 Meeting**  Builds knowledge of parents in ways to that the school is helping their children succeed | **August 28, 2020** |
| **STREAM Night (along with Celebrate Literacy Week)**  Builds capacity of parents to help children succeed and promotes STEAM areas of student achievement. | **January 2021** |
| **SAC Meetings**  Builds knowledge of parents in ways to that the school is helping their children succeed. | **Monthly** |
| **PTO meetings**  Builds knowledge of parents in ways to that the school is helping their children succeed. | **Monthly** |
| **Student Led Conferencing**  Builds capacity of parents to help children succeed and promotes reading achievement | **October 2020 and January 2020** |
| **Literacy Night and Book Fair**  Builds capacity of parents to help children succeed and promotes reading achievement. Each book fair has a parent night and a morning parent engagement event. | **Once Fall and Spring** |
| **Parent Institute Workshops**  Enhances parent effectiveness and promotes student achievement | **TBA** |

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

|  |
| --- |
| Staff are trained on parent involvement and family engagement strategies during pre-service week and throughout the year. |

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)?

|  |
| --- |
| **Front office personnel are trained to assist parents in updating their CCPS Portal and refer them to specific resources. Support is provided when needed to ensure parents are able to complete paperwork and share their voice when surveys are sent out.** |

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

|  |
| --- |
| **Parents are provided ongoing school information via our monthly newsletter and family activity calendar sent home in our Home School Communication folder. Teachers utilize support from the EL tutors and Parent Involvement Assistant to communicate with parents in their native language. Parent conferences are held with translation support to discuss Student Success Plans and student progress monitoring data. Pinecrest uses our school website, marque, twitter, facebook and school phone messenger system to broadcast information. The information will be communicated in all 3 languages.** |

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?

|  |
| --- |
| Teachers utilize support from the EL tutors and Parent Involvement Assistant to communicate with parents in their native language. Parent conferences are held with translation support to discuss Student Success Plans and student progress monitoring data. Student Led conferences are held to share student data and achievement goals. |

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)?

|  |
| --- |
| **Parents have opportunities to attend evening School Advisory Council Meetings and PTO meetings offered monthly. During the SAC meetings, the School Improvement Plan, Title I plan, Use of Funds and the Parental and Family Engagement Plan are shared and parental input is elicited. Parents can also request a parent teacher conference with translation to discuss specific information about their child and participate in decision making.** |

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

|  |
| --- |
| SAC Discussions and Parent Surveys will track the success of parent involvement initiatives and document questions or concerns. Open discussions are held at every meeting and parent input is solicited every spring and used to create the upcoming PFEP. |

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).*

|  |
| --- |
| Information is shared with parents in three languages. Translators are available at parent events to assist with clear communication. Childcare and refreshments are provided at all parent  workshops. Staff works closely with the ESE Program Specialist to ensure that parents or families with disabilities have access to parent involvement activities, the school campus and/or school services.  Parents and prospective parents with disabilities are afforded equal access to parenting  opportunities, school meetings, events and parent education workshops with the goal of ensuring that all parents receive support to help their child achieve in school. |

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?**

|  |
| --- |
| **All flyers are translated in three languages and a common format is used for all flyers to help parents recognize that the document is publicizing a school event. A statement in three languages is placed on home communication stating that parents are welcomed and**  **encouraged to come to the school for assistance in reading the information.** |

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.)

|  |
| --- |
| Our parents participate in surveys and give input during our SAC and PTO meetings regarding workshop topics, times and frequency. Trainings typically include how to help their child with literacy, math, science, homework, behavior and nutrition. |

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)?

|  |  |
| --- | --- |
| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Parent survey and SAC discussion responses indicate that parents have difficulty attending school events due to work hours and transportation. | School event hours are varied between evening and morning to accommodate parent work schedules.  During the busy agriculture season school events begin and end later in the evening when possible. Most school events are drop in with ongoing activities to engage parents that arrive at a variety of times. |
| Parent survey and SAC discussion responses indicate that parents struggle understanding written language in their native language. | We continue to use a variety of methods to  communicate about our school events. We provide translators at all meetings and send translated  messages to phones and voicemail. |

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)

|  |
| --- |
| 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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **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. **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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 district developed training materials to share parent involvement and family engagement strategies and best practices with teachers. The presentation provides teachers and staff with training and specific practices to use to support our families. | 1 | 82 | Staff learned ways to communicate with parents, involve them in their child's education, and welcome them to the school. Staff also learned how to create SSPs for students who need additional support and share them with parents so parents know how we are working to help their child. We anticipate that this will help students in all academic areas. |

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?

|  |  |  |
| --- | --- | --- |
| **Barrier (Including the Specific Subgroup)** | **Steps the School took to Overcome** | **Implementation**  (Full, Partial, Not Yet) |
| Parent survey and SAC discussion responses indicate that parents have difficulty attending school events due to work hours and transportation. | Vary times of school events | Full |
| Parent survey and SAC discussion responses indicate that parents don't always understand the flyers that are sent home publicizing school events. | Provide translation via phone messages and during meetings | Full |