**Title I, Part A Parent and Family Engagement Policy**

Visible Men Academy, 2161

**2020-2021**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of 2019-20 Parent and Family Engagement

Describe which parts of your 2019-20 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2020-21 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

**RESPONSE:**

# The family nights that we decided to hold were really effective this year. Our two most successful nights were our Hispanic Heritage Celebration and our Fall Literacy Night. They were well attended by our families. Making our Parent Advisory Council (PAC) more robust was also a success. For the first time in the history of our school, our parents hosted an event-A Talent Show for our families. Some barriers we noticed were in regards to parent communication, something that our PAC parents brought up as they began to reach out to families. We plan to keep using parents to reach out to other parents. We are also going to use Class Dojo school wide and make that a priority for next year. We used data from our Title 1 survey to identify barriers. We also used our discussions with parents during our PAC meetings each month.

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parent and family engagement program;
* Be written in parent friendly language;
* Inspire stakeholders to be engaged and supportive of the program; and
* Be different from your school mission statement.

**RESPONSE:**

In order to support academic achievement and SHINE character, VMA will work alongside families to empower our community to participate actively in all aspects of their son’s education. VMA will actively engage with all families and welcome parental participation. As a 2-Gen school, we seek to provide opportunities for and meet the needs of student and parent together.

# 2020-2021 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the 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. [ESEA Section 1116]

**RESPONSE:**

We will continue to utilize our PAC members to help drive the improvement of our Title 1 program and other school functions. We seek to understand the needs of parents when implementing programs and policies. We partner our parents with various agencies through our resource fairs and guides located on our website. Our programming is based on wellness, adult education, and money management. PAC is held on the 1st Thursday of every month. During these meetings, we discuss the initiatives that parents would like to hold but we also discuss Title 1 topics such as ways to increase parental involvement and school-wide data from our assessment rounds. To ensure that all parents are able to participate we offer a survey to parents that they can complete while they wait in carline.

# 2020-2021 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | 2Gen Parenting | Wellness workshops, counseling, financial empowerment, case management, partnerships with Women’s Resource Center, Women’s SHINE Group and Fatherhood |
| **2** | Project Heart | Works with families identified as transitioning |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **Count** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agenda, handouts, and/or presentation materials that address the required components | Principal or designee | July/August 2020 | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Principal or designee | August | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting | Principal or designee | August/ September 2020 | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | August/ September | Aggregated Evaluation Form/Notes uploaded to the online crate |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
* how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
* how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teachers who is out of field? [ESEA Section 1116]

**RESPONSE:**

We send out out-of-field letters in the beginning of fall to notify our parents of this and keep this updated on our website. We hold an annual Title 1 Parent Meeting where we give each parent a Parent-Right-to-Know-Letter. This letter gives them their rights as a Title 1 Parent. We give an explanation of what a Title 1 School is and the programs that are offered through our school. We also go over our PFEP. We hold quarterly parent conferences to notify parents of student progress and limitations. We also give parents their student’s academic progress monitoring from i-Ready. Teachers communicate with parents daily in their homework binders and through Class Dojo. Out-of-field letters are sent home annually, in Oct. and Feb., and as needed when students have been taught consecutively for four or more weeks by a non-state certified teacher.

# 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 parental involvement [ESEA Section 1116]

**RESPONSE:**

When parents register for the school year, they do a parent intake form where they inform us of the dates and time when they are best available and the best ways to communicate with them. We will hold parent conferences during varied hours on our Report Card Conference Day. Parents determine the times that work for them best. We had and will continue to have the PAC (Parent Advisory Council) where parents who attend and are members of the council are informed of items that impact Title 1 or other pertinent information concerning the school and our charter. We also provide childcare, for free, and interpretation for parent conferences, parent success programming, and other programs where parents are attending. We also provide home visits when parents are unable to make it to the school house.

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, in order to ensure effective involvement of parents 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/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Parenting | Social Worker, Principal and/or designee | Parents will not only be informed of best practices to use at home to impact their student’s social, emotional and academic growth, parents are given the tools they personally need to grow in their own goals | September 2020-May 2021 | Agenda, sign-in sheets, notes/minutes |
| **2** | FSA Informational Session | Principal and/or designee | Parents will learn dates for testing, learn about the test, and get resources/ strategies for helping at home. Parents will have access to technology to explore resources on FSA Portal | January 2021 | Agenda, sign-in sheets, notes/minutes |
| **3** | Family/Academic Nights | Principal and/ designee | These nights give parents to engage with their children and staff in fun ways and also engage in nights to learn about how to help their children academically at home. Some activities will include activities on technology so parents can learn ways to support students academically using technology. | September 2020-May 2021 | Agenda, sign-in sheets, notes/minutes |
| **4** | Saturday Success | Principal and/or designee | Provides community building for parents, access to resources in the community and wellness opportunities | September 2020- May 2021 | Agenda, sign-in sheets, notes/minutes |
| **5** | Parent Conferences | Lead Teachers | Scheduled 3 times out of the year for parents to meet one-on-one with teachers to discuss student progress and to get resources for helping at home | October 2020, January 2021, March 2021 | Agenda, sign-in sheets, notes/minutes |
| **6** | Special Events | All staff | Special events are held during the school year where parents are invited to participate, observe, and/or volunteer | September 2020-May 2021 | Agenda, sign-in sheets, notes/minutes |
| **7** | Class Dojo | All staff | Used to communicate with families regarding behavior and academic progress. Families can use Class Dojo to create student portfolios and document student learning at home and school | August 2020-June 2021 | Data reports from Class Dojo |

# Staff Development

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

* the value and utility of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners, and
* implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

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| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Parent Conferences | Teachers | Teachers learn what should be discussed in parent conferences, how to talk with parents, and what documents/data are best used to communicate student achievement | October 2020, January 2021, March 2021 | Conference Notes |
| **2** | Summer and Winter Sunrise (PD) | Teachers/Admin | Teachers will learn ways to engage with parents and build relationships | July 2020 | Call logs from teachers |
| **3** | Home visits | Teachers/Admin | We will conduct home visits when parents are not able to come to school or to meet with parents when there is a concern | August 2020-June 2021 | Conference Notes |
| **4** |  |  |  |  |  |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:**

VMA maintains a school website that includes a calendar of upcoming events, important school information, and resources/links for parents. The PAC (Parent Advisory Council) will serve as ambassadors to connect with parents.

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* 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 obtain
* 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
* If the schoolwide program plan under is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency.

**RESPONSE:**

Information is disseminated to parents at the annual parent meeting held in August. Through the PAC meetings, information concerning the school and our charter is given to parents. Parents are invited to parent conferences to learn skills/strategies and to get resources about the academic model at the school and to learn about student progress and proficiency levels. An FSA informational session will be held in January 2020, to inform testing parents with pertinent information concerning the FSA test and how it impacts students. We will also hold quarterly nights for the parents to hear communication about how to support their students at home. We use the school website, Class Dojo, Blackboard Connect, and Flyers to communicate with parents about any events or items they should be aware of that pertain to the success of their child and what is happening at school. Parents are told at Welcome Back Orientation/Annual Title 1 Meeting who our Parent Rep is if they need to express concern about our Title 1 programming. We also list the contact for district Title 1 personnel on our PFEP brochure.

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (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 [ESEA Section 1116]:

**RESPONSE:**

Childcare is provided free of charge. Translation services are made available and all written correspondence is translated into their native language. The district provides services for the deaf and blind.

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:**

Home visits are provided by support staff to the homes of parents. Our full time school Social Worker is paid through Title 1 funds.

# Uploads

Please prepare evidences below. Refer to your Beginning of the Year Timeline and Title I Crate for resources and sample documents.

**2019-20 Title I Crate**

* Evidence of parent input in the development of the school SIP/Title I Plan and Title I Budget (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of parent input in the development of the school Parent and Family Engagement Policy (PFEP) (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)

**2020-21 Title I Crate**

* Copy of the school SIP or Title I Plan (charter)
* Copy of the Parent and Family Engagement Policy (PFEP) (parent-friendly version)
* Copy of the Parent-School Compact (Final in all languages)