



## School-Level Parent and Family Engagement Plan Checklist

Use this checklist to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

### Ensure your school-level plans contain the following components:

#### Assurances about the Parent and Family Engagement Plan

Do the assurances include:

- |   |   |
|---|---|
| • Involving the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent?   | ✓ |
| • A description of how the school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA?   | ✓ |
| • How the plan was jointly developed/revised with parent and made available to the local community?   | ✓ |
| • How the parents and families are involved in planning, reviewing and improving the schoolwide program plan?   | ✓ |
| • How the plan uses the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan?   | ✓ |
| • How the school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals? | ✓ |
| • 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?                         | ✓ |
| • How the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments?<br>[ESEA Section 1116]  | ✓ |

**Ensure your school-level plans contain the following components:**

**Mission Statement (optional)**

Does the mission statement include:

- How the parent and family engagement plan is a shared responsibility?
- How the parent and family engagement will assist in providing high quality instruction for all learners?

**Involvement of Parents**

Does the plan include:

- 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]

**Coordination and Integration with Other Federal Programs**

Does the plan include:

- How the school will coordinate and integrate parent and family engagement programs and activities?
- 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] *help in coordination w/ parent + other orgs.*

**Annual Parent Meeting**

Does the plan include:

- A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?
- A description of the nature of the Title I program that is shared with parents (schoolwide or targeted assistance)?
- A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?

**Flexible Parent Meetings**

Does the plan include:

- How will the school offer a flexible number of meetings, such as meetings in the morning or evening?
- How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement?  
[ESEA Section 1116]

**Ensure your school-level plans contain the following components:**

**Building Capacity**

Does the plan include:

- 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?  
[ESEA Section 1116]

**Staff Development**

Does the plan include:

- A description of 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, in the value and utility of contributions of parents/families?
- A description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents/families as equal partners?
- A description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school?  
[ESEA Section 1116]

**Other Activities**

Does the plan include:

- 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)?  
[ESEA Section 1116]



## Ensure your school-level plans contain the following components:

### Communication

Does the plan include:

- How the school will provide timely information about the Title I programs? ✓
- How the school will 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? ✓
- How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)? ✓
- How the school will submit parents/families comments if the schoolwide plan is not satisfactory to them? *Right to know / 4 week letter ✓* *Need*  
[ESEA Section 1116]

### Accessibility

Does the plan include:

- A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families? ✓
- A description of how the school will share 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? ✓

### Discretionary Activities (optional)

Does the plan include:

- 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.) ✓

### Barriers

Does the plan include:

- A description of the barriers that hindered participation by parents during the previous school year? ✓
- A description of 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)?  
[ESEA Section 1116] ✓

## School Name Parent and Family Engagement Plan (PFEP) 2020-21

I, Shane Ward, 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 parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(a)(3)(B)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the parental and family engagement policies [Section 1116(a)(2)(E)];
- 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 [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 is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; 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)].

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Signature of Principal or Designee

Date Signed

### Parent and Family Engagement Statement

The mission of the Parent and Family Engagement is for Lake Country Elementary to provide a safe, supportive learning environment for students by involving all stakeholders in a partnership of activities designed to foster academic, social, and emotional development.

*Can you add a statement about high quality instruction? as needed in the Rubric*

## Engagement of Parents

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 parental involvement will be used [Sections 1116(c)(3), 1114(b)(2), and 1116(a)(3)(B)].

### Response:

Lake Country Elementary Leadership team is responsible for the development, implementation, and evaluation of the Parent Family Engagement Plan. The School Advisory Council works with the school's leadership team to develop and provide parent input. Parents volunteer to serve as SAC members and are then voted in by their peers. The SAC members parallel the demographics of the school. Input from parents will be documented based on the meeting notes and an annual parent survey. The results and feedback from parents were used and will continue to be used in the process and development of the required plan. LCE parents and SAC members are invited to be involved in all meetings and the development of the Parent Family Engagement Plan and Home-School Compact. During the Spring of each school year, parents are asked to review the Parent Family Engagement Plan (PFEP) and Home/School Compact and offer input on any revisions needed. Parents vote and approve the Parent Family Engagement Plan and Home School Compact. In the Fall of each school year, the Parent Family Engagement Plan is reviewed with parents during a scheduled School Advisory Council meeting. There will be 7 scheduled SAC meetings during the 2019-2020 school year. A translator will be present at the meetings to assist with English language interpretations. During the SAC meeting, parents will go over the Title 1 budget and vote on how the funds will be used. An Annual Title I meeting is scheduled on the same night as a SAC/PTO meeting September 21, 2020. The meeting will be advertised and occur prior to the regularly scheduled SAC/PTO meeting. The information will be communicated through a virtual Google Meet using a PowerPoint presentation with a question/answer session for parents. Further Title I information will be disseminated throughout the school year to staff and parents during SAC and PTO meetings. Notification of meetings is given in English and Spanish. Further input from meetings will be communicated to staff and parents. School Advisory Council and Parent Teacher Organization meeting notes and minutes are recorded and kept in a binder in the school's front office as well as in a digital Google Drive Folder. Parents are also notified of opportunities to participate on this and other planning committees through the Parent Guide, school newsletters, school and district websites, letters sent home, and personal phone or face-to-face invitations from administrators. Flyers and media notices will be sent at least a week prior to the event and another the day before. A Title I binder will be kept in the front office with documentation of Parent Family Engagement. The Parent and Family Engagement Plan (PFEP) and the Home School Compact will be developed, implemented, and evaluated by the School Advisory Council with the parents' help through discussion and input. The input from the parents will be documented in the SAC minutes of the meeting. The plan will reflect the parents' input. Parents will vote and approve the Parent and Family Engagement Plan (PFEP) as well as the Home School Compact. We will revisit the Parent and Family Engagement Plan (PFEP) three times a year- Fall, Winter, and Spring to review the activities that are planned for the year and receive input on the effectiveness of the family nights.

new  
# pages

4

## Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, 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 [Section 1116(a)(2)(C) and 1116(e)(4)].

count	Program	Coordination
1	District School Advisory Council	This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Family Engagement Plans, and other items of concern.
2	District Parent Advisory for Advanced Academics	This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.
3	IDEA	Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.
4	Exceptional Students Education	This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.
5	Title I Part A	Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent family engagement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district.
6	Title I Part C, Migrant	Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program.
7	Migrant Parent Advisory	The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.
8	Title II	Provides for teachers and administrators professional development and supports all teachers to be state certified.
9	Title III	Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.
10	ELL	The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities.
11	Title IV	Supports activities to assist students, teachers, staff, and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology
12	Title V	Supports students by giving opportunities to them for on-line courses through the Highlands Virtual School



13	Title IX-Homeless & Title 1, Part A-Homeless	Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title IX also funds a homeless advocate for homeless students.
14	Supplemental Academic Instruction (SAI)	Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers and secondary credit recovery classes in the summer.
15	VPK	The District has some VPK classes during the regular school year. There are some VPK classes provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector or in SBHC VPK classes.
16	Adult Education	Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.
17	Nutrition Programs	LEA participates in the federal Community Eligibility Provision (CEP) program (free lunch for all students) and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

*We have  
gotten  
away from  
this  
one.*

## Annual 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 (school-wide or targeted assistance), opportunities for students, School grades, Student Achievements, and the rights of parents. Provide a description of how the Annual Meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

### Response:

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Invite and notify	Alicia Yeager, Admin. Secretary	September 14 & 18, 2020	Newsletter, Flyers (2 times before meeting), Blackboard Connect, Facebook
2	Title 1 Annual Parent Meeting,	Shane Ward, Principal Laura Halloran, Asst. Principal	September 21, 2020	Surveys, Parental Feedback, Sign in Sheets, PowerPoint Presentation
3	Review of School Data & grades, Parents Rights, and Title 1 School-wide School Activities	Shane Ward, Principal Laura Halloran, Asst. Principal	September 21, 2020	School Data, FSA Data, Title 1 Activities
4	Presentation of Title 1 Plan to faculty	Shane Ward, Principal	September 21, 2020	Agenda and PowerPoint Presentation



		Laura Halloran, Asst. Principal		
5	Planning	Shane Ward, Principal Laura Halloran, Asst. Principal, Jennifer Cauffield, Bookkeeper	May 2020-September 2020	Title 1 Budget



## 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 [Section 1116(c)(2)].

### Response:

Parent Involvement Nights will be conducted during afternoon and evening hours to enable greater attendance. Based on surveys, 80% of parents work between 7:30a.m. and 5:30 p.m. Translators will be provided at meetings as 54% of our parents speak a language other than English.

Quarterly parent conferences are flexible with parent choice of morning or afternoon times, and include one late evening per quarter. In addition, translators are available upon request.

SAC meetings are held in the afternoon four times a year based on input from parents to determine most-convenient time. PTO meetings are held in the afternoon four times a year. The input for the meeting times will be addressed again at the September SAC and PTO meeting.

If transportation is a factor in attending these meetings, we will make arrangements with advance notice. We also provide child care during the meetings through our LCE daycare. In addition, we send Social Workers out to visit and deliver school notices and information if needed..



## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1116(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	LCE Orientation	Teachers, Staff, Administration	Introduction of school year expectations, procedures, meet teachers and staff	August 10-14, 2020	Staff and parent sign in sheets
2	LCE Monthly/ Weekly Newsletters	Teachers, Staff, Administration	Keep parents/guardians informed	August 2020-May 2021	Teacher, Staff, Parent Input
3	SARC (School Attendance Review Committee)	Data Clerk, Admin, School Social Worker, SARC Members	Review student attendance, offer parents/guardians assistance as needed to improve attendance which will improve student achievement	September - May 2020-2021	Student attendance, Parent attendance at SARC meetings
4	PTO (Parent Teacher Organization)	PTO Board	Build stronger families and home-school relationships	Meetings from September 2020-May 2021	Attendance, Meetings Notes and Minutes
5	SAC (School Advisory Committee)	SAC Members	Assist board members in understanding school decisions	7 scheduled throughout the 2020-2021 School year	Attendance Meeting Notes and Minutes
6	Home/School Communication Binders	Classroom Teachers	Organizational & communication tool for school-home communication to increase student achievement	August 2020-June 2021	Teacher observation, staff, student, & parent input
7	STEM Family Night (proposed)	Administration and grade level teachers	Increase parent understanding of science vocabulary and the scientific process to improve student SSA scores in science.	February 2021	Increase in Student Achievement on 2019 Science FSA (no 2020FSA data), Student use of vocabulary and concept understanding based on chapter tests,

					Parent Survey, Progress Monitoring, and Sign in Sheet.
8	LCE Family Curriculum Night	Reading Coach, Resource Teacher, Administration, and grade level teachers	Increase parent support and understanding of research based reading comprehension strategies.	Fall/Winter 2020	Increase in Student Achievement on 2019 ELA FSA (no 2020 data), Basal Assessments, Parent Survey, and Progress Monitoring, and Sign in Sheet
9	LCE Character Parade	All students & Staff Members	Increase parent awareness and understanding student's need for a rich expression of literary characters.	October 30, 2020	Increase student achievement through the use and awareness of literary characters in reading and writing, and Attendance records
10	Parent Resource Center/ Information Station	Administration. Reading Coach, Office Staff	Increase parent awareness of the resources provided by our school and various agencies.	Ongoing	Increase student participation and achievement in after school activities or programs. Sign-in notebook.
11	SAC/PTO Meetings	Administration, SAC co-chair, PTO President	Provide an opportunity for parents to be informed about school activities as well as an opportunity to provide input.	September, October, November, January, February, April, and May	Parent surveys, increase parent participation, Sign in Sheets. Will review the 2020 Student Achievement Data with parents at the 1 <sup>st</sup> SAC meeting of the 2020-2021 school year.
12	Report Card Conference Night	Administration, Classroom Teachers	Increase parent awareness and understanding of child's learning and achievement.	October/April	Sign in Sheets. Teachers will discuss student achievement with parents. GLI's will also be discussed as well as iReady data.
13	Automated Phone Calls	Administration	Increase parents' awareness of school-wide family nights and activities.	Quarterly/ Monthly	Increase in parent participation, sign in sheets, call response data
14	Awards Day	Administration, Classroom Teachers	Parents are invited to observe the distribution of awards recognizing students for positive academic achievement at the end of the fourth nine weeks.	Monthly and EOY Celebration	Parent participation, Sign in Sheets
15	Veteran's Day Program	All Staff	Increase parent and community involvement through the attendance of the program and	November 11, 2020	Parent participation, Sign in Sheets



			recognizing family members who have served in the military.		
16	First Responder Appreciation Day	All staff and Student Leadership	Increase community involvement, parent involvement, and student leadership	September 24, 2020	parent participation, community member participation, sign in sheets
17	End of Year Celebration-Jamboree	Administration, Teachers, Staff, Parents, Community Members	Building strong families; building home/school relationship; Time of celebration	May 2021	Attendance at event, sign in sheets

## Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents, in the value and utility of contributions of parents in how to reach out to, communicate with, and work with parents as equal partners, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Communication Apps	Administration & Teachers	Train teachers and staff how to effectively communicate with families using 3rd party app (remind, Facebook, ClassDojo, etc.). This will lead to a deeper connection between the family and the school.	August 2020 and ongoing at monthly option professional developments	Communication logs at the end of the grading period during progress monitoring.
2	iReady Growth Review	Administration and Teachers	Understanding the importance of growth, in accordance with reading and math.	September 2020, ongoing	Diagnostic periods we will see the growth that the students have made from Diagnostic 1 to Diagnostic 2 to Diagnostic 3.
3	Parent Family Engagement Plan Addressed at Faculty Meeting	Administration	Educate staff in the development and importance of the plan and the benefit of parental involvement as a factor in increasing student achievement. Included in the training is cultural sensitivity and diversity training so that	October 2020	Increase in Parent Involvement

is this converted to family engagement?

In monitoring, the FDOE wanted to see faculty meeting notes of all staff development even though it did not relate to family engagement.

↑ great

Make sure it's documented!

			staff may work effectively with all parents. Also staff will review how to work with parents as equal partners and build ties between parents and school.		
4	Training in the use of communication folders	Administration, Team Leaders	Parent awareness; Home-school communication; Increase student skills in all academic areas	August 2020	Parent Feedback; Home school survey results; Increase in student academic achievement;



## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1116 (e)(4)].

### Response:

Lake Country Elementary families will be enriched and will more fully participate in the education of their children. Parents will be invited to a series of Family nights to highlight Reading, STEM, and Leadership, and character. There will also be a Showcase Day in the spring for parents, community members, and district employees to learn more about leadership in our school. The effectiveness of these activities will be measured by a survey with teachers, parents, and students.

Parents will be notified and encouraged to visit our Parent Resource room located in the Media Center to receive materials that they may need help with their child's education. Guidance department will oversee the materials, resources, and sign in book.

Parent Conferences - Teachers are responsible for contacting parents and setting up a time to hold a Parent - Teacher Report Card Conference at the end of the 1st and 3rd Nine Weeks Grading Periods. Parents sign in to show attendance of the conference, and this sign in sheet is put in the document binder. The teacher and parents discuss the student's academic progress and what the parent can do at home to support academic, behavioral, and social success of the child. If a parent is not able to come to the school, the teacher makes arrangements to do a home visit.



## Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about the Title I programs [Section 1116(c)(4)(A)];
- 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 [Section 1116(c)(4)(B)];

- 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 [Section 1116(c)(4)(C)]; and
- If the school-wide program plan under Section 1114 (b)(2) 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 [Section 1116(c)(5)].

*great sentence!*  
X **Response:**

Lake Country Elementary is committed to providing full opportunities for all parents to participate in parental involvement activities.

The school will notify parents on the first day of school through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This notification will be a "Four Week Letter" to the parents. The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments. Copies are available for pickup through the school's front office. A Connect-Ed phone call is sent out from the school to make them aware results are available.

Title I Annual Parent Meeting will be held on September 21, 2020. This meeting will be a review of Title I information, including PowerPoint.

Parent information is delivered in a timely manner in both Spanish and English through the School Webpage, Social Media, Monthly Newsletters, Parent Online Resources, Parent Meetings, Quarterly Parent Conferences at school, (Additional if desired), Quarterly Progress Reports, and through MTSS Meetings. Parent Nights, SAC, and PTO, parents are encouraged to attend and make suggestions and decisions relating to their child's education. Meeting invitations are sent home two times, the week before and the day before the meeting/event.

SAC and PTO meetings are conducted monthly (except December and March) during the school year, and all parents are invited to attend through flyers we send home with every student. We also utilize the Blackboard Connect calling system to relay important school events as well. The messages are delivered in both English and Spanish. During each meeting, flyers and handouts are collected and filed in appropriate labeled binders which are accessible to office personnel and teachers if needed. Parents can receive access to these as well upon request to our Office Staff.

The Federal Every Students Succeeds Act (ESSA) OF 2015 requires school districts that receive federal Title I funding to notify parents of their right to request the professional qualifications of the classroom teachers who instruct their child. The School Board of Highlands County will provide you with this information in a timely manner if you request it.

X Can you put in (according to Rubric)  
"How the school ~~will~~ will submit  
parent/family comments if the schoolwide  
plan is not satisfactory to them?"




## 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 LEA 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 [(Section 1116(e)(5) and 1116(f))].

### Response:

All parent involvement activities are presented through English and Spanish newsletters. The needs of specific families/individuals requiring document translation into other languages are dealt with on an individual basis. During orientation/initial student registration, parents are asked which language is used prevalently in their home for communication purposes. Translators are available at all parent involvement and Title I events. As indicated previously, meeting dates and times are flexible, and information is shared through the school's website. As per the American's with Disabilities Act, all school programs open to parents are equally accessible to parents with disabilities. Migrant recruiters are available if a need arise with migrant parents. Meeting notes and handouts will be made available in various formats as needed and/or requested (such as Braille, tape recordings or other accommodations). Meeting information is provided to all parents/guardians in several general forms and provided at least two times before the event. The ELL paraprofessional will monitor new students and their home language, and translation in another language will be provided when feasible. This will ensure that if there is a need to provide translation in another language, the administration will be aware of the need. School newsletters and flyers are translated English and Spanish.



## Barriers

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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) [Section 1116(a)(2)(D(i))].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Times of meetings for working parents	Offer varied times, recorded sessions, shared minutes with notes
2	COVID 19 impact on ALL students and families	Safety precautions in place for any in person events or meetings including social distancing and sanitation measures
3	Internet for technology use for socio economically disadvantaged families	Provide devices and internet options for families to be able to participate in involvement activities and have access to virtual options

