****

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

**School**: \_\_Lely High 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

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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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| Lely HS distributes flyers, in all three languages, to notify parents of the Virtual Open House/Title One Parent night on September 14, 2020. Information about the meeting is posted on our website and marquee the week before the event.  The Title 1 plans, policies and use of funds for the 2020-2021 school year, are shared with parents that attend the annual Title One meeting.  Monthly SAC meetings will occur and the administration will share information on Title One programs and ask for parent input on various initiatives in which Title One funds are used.  Lely HS sends out 4 newsletters throughout the year offering helpful hints and advice for strengthening the partnership between home and school.  Lely HS uses social media, such as Facebook and Twitter to keep the community informed of events and activities held or sponsored at the school. |

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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| Lely High will hold monthly SAC meetings open to parents to answer any questions or concerns. We will also hold activities that will teach parents skills to assist in their child's learning. Lely HS will hold 2 parent institutes that will focus on financial aid, graduation requirements, testing strategies and how to help students at home. The first parent institute will take place on September 23rd. During the parent institutes, parents of migrant students and ELL students will receive additional resources. |

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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| Lely HS will host 2 parent institutes at our school. One will take place in the fall to go over graduation requirements; financial aid and how parents can help students at home. The other institute will be in the spring to discuss testing strategies. Flyers are sent home and announcements are made, inviting parents to participate. |

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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| Flyers will be sent home in 3 different languages announcing the date and time of our yearly Open House/ Title 1 Meeting. Dialers and emails will also be sent out to inform and remind parents of the event. We will also use Social Media to advertise and entice participation. The information will also be posted on our website, as well as on the school’s Marquee. |

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 annual Title 1 Meeting will be held on September 14, 2020. The use of Title 1 resources will be explained so that the parents understand the additional supports offered to them and their child in order to achieve the highest level of success. |

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

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| The Lely HS administration will share information on the curriculum and assessment measures used for student achievement and development. During the annual Title 1 meeting, the principal will explain to parents their right to request information regarding the qualifications of each teacher. The Parent’s Right to Know letters and District PFEP booklets were sent home the first week of school to all students. Lely High School will have translators available at all parent meetings. In addition, parents will be provided with a number to call for translation (239-377-2029) and all parent letters and notifications will be translated into three languages, English, Spanish and Creole. |

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, Lely High School will hold parent-teacher conferences (as requested by parents, staff, or student), career/college readiness meetings, as well as guidance services in the morning, after school or in the evening. A member of the administrative team, as needed, will coordinate childcare, home visits and any additional services. In addition, video messages will be available to all parents through Canvas and/or Parent Link. |

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

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| Childcare, transportation, and translators are utilized to ease the struggle of parents wanting to attend meetings held throughout the year. These services are offered to all parents and provided, when needed. |

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** |
| **Annual Title 1 Meeting/Review of Resources** | **September 14, 2020** |
| **Parent Institute - Financial Aid/Graduation Requirements** | **October 19, 202** |
| **Parent Institute – Testing Strategies** | **March 2021** |
| **Effective Communication – Quarterly Newsletters** | **September – June** |
| **Report Cards (4x a year)** | September – June |

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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| The Lely High School administration will provide trainings to staff members at the beginning of the school year. The topics will include; how to effectively and consistently communicate with parents, build positive relationships with parents and students, and the importance of parent involvement. Teachers will communicate with their students in reference to their data so that they are more adept at having meaningful conversations with the parents about the progress/lack of progress in their classes. The more complete the information is for the parents, the more likely they are to become more involved in their child’s education. |

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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| **Parents are invited in to discuss their child’s academic success in school. During the Financial Aid night, parents will have an opportunity to attend an open lab to receive support in filling out the FAFSA. Counselors, as well as administration will be on hand, with laptops to provide assistance.** |

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

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| **At our Annual Title 1 Meeting/Open House, the administration of Lely High School will share information on the curriculum and assessment measures used for student achievement and development. Additionally, the benefits of Title 1 resources will be explained so that the parents understand the additional supports offered to them and their child in order to achieve the highest level of success. Following the opening remarks, the parents will watch videos from each of their student’s teachers. Parents will meet the teachers and hear about the expectations of each class, as well as receive a syllabus. The syllabus includes academic assessment and curriculum requirements, in addition to the yearlong course descriptions for each class. The teacher also provides contact information** |

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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| **Following the opening remarks at the Title 1/Open House meeting, the parents will watch videos from each of their student’s teachers. Parents will meet the teachers and hear about the expectations of each class, as well as receive a syllabus. The syllabus includes academic assessments and curriculum requirements, in addition to the yearlong course descriptions for each class. The teacher also provides contact information so parents/families can request meetings to discuss student achievement and progress, throughout the year.** |

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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| **Parents or students can request (at any time) a meeting with teachers, counselors (via appointment cards), and administrators.** |

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

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| All parents may submit comments about the plan or attend SAC meetings if they have any concerns regarding the school wide program under Section 1114 (b)(2). |

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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| **Lely HS uses our tutors, as well as other bi-lingual school personnel to make information accessible to all students, parents and families. Written documentation is sent home in all three languages and phone messages are delivered in English, Spanish and Creole. Our Migrant resource teacher will schedule quarterly meetings with migrant students and communicate with the parents and families regularly.**  **Parents of students with disabilities are invited to participate in all meetings and events held at Lely High School and accommodations are made to allow them access.** |

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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| **Lely HS uses our tutors, as well as other bi-lingual school personnel to make information accessible to all students, parents and families. Written documentation is sent home in all three languages and phone messages are delivered in English, Spanish and Creole. Our Migrant resource teacher will schedule quarterly meetings with migrant students and communicate with the parents and families regularly.**  **Parents of students with disabilities are invited to participate in all meetings and events held at Lely High School and accommodations are made to allow them access.** |

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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| Throughout the year, Lely High School will hold parent-teacher conferences (as requested by parents, staff, or student), career/college readiness, as well as guidance services in the morning, after school or in the evening. A member of the administrative team, as needed, needed will coordinate childcare, home visits and any additional services. |

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** |
| Language Barrier | Tutors will attend all parent events so that translations can occur. |
| Flexible Scheduling | Presentations will be offered during a variety of times. Some will be held during the day and some will occur in the evening. |
| Child Care | Child care will be provided, as needed. |

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 | 200 | Parents were able to hear about curriculum and assessment information from teachers, as well as resources that re provided through Title 1. |
| **Parent Institute – Graduation Requirements/Financial Aid Night** | 1 | 100 | Parents learned valuable information on how to better help and support their child. Information about financial aid and graduation requirements was given and resources were provided to each parent that attended. |
| **Parent Institute – Testing Strategies** | 1 | 0 | The event was cancelled due to COVID-19. |
| **Effective Communication – Quarterly Newsletters** | 3 | 1695 | Newsletters were sent home three times that contained relevant information about school related events, activities and resources available to parents and students. |
| **Interims/Report Cards (4x a year)** | 4 | 1695 | Parents had access to interims and report cards throughout the year. This information gives the parents the ability to help monitor their child’s progress in school. |

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 Lely High School administration will provide trainings to staff members at the beginning of the school year. The topics will include; how to effectively and consistently communicate with parents, build positive relationships with parents and students, and the importance of parent involvement. Teachers will communicate with their students in reference to their data so that they are more adept at having meaningful conversations with the parents about the progress/lack of progress in their classes. The more complete the information is for the parents, the more likely they are to become more involved in their child's education. | 1 | 92 | Teachers received a training on how to effectively communicate with parents. This communication will help build relationships and have a positive impact on student achievement. |

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) |
| Language Barrier | Provided translators at all parent events. | Full |
| Flexible Scheduling | We were able to provide an event in the evening and then one that occurred during the school day. Due to COVID-19, we were unable to hold one of our Parent Institutes. | Partial |
| Child Care | Child care was available at all events. | Full |