

Q.I. ROBERTS JR.-SR. HIGH SCHOOL



Joe Theobald – Principal
Tammie Thornton- Assistant Principal
 901 State Road 100
 Palatka, FL 32177
 (386) 659-1737
<http://qir.putnamschools.org/>

2020-2021 Parent and Family Engagement Plan

As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:

- Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family Engagement Plan, and the Parent-Student-Teacher Compact;
- Invite and encourage parent/family

Involvement of Parents

Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.

At QIR, all parents (with students) and faculty/staff are invited to attend monthly PTO/SAC meetings that are held concurrently. This year, we have added the option for parents and staff to meet virtually as well. Agendas, minutes and sign-in sheets (or logs from the virtual meeting platform) document parent participation in these meetings and discussions regarding student achievement.

Funding of Title 1 dollars to schools is discussed at each meeting throughout the year and input is encouraged regarding parent involvement dollars as they relate to school activities the school will have for parents/families. The plan constantly serves as a working/amenable document.

How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?

In the initial meeting the previous year's Parent Involvement Plan is discussed, revised, and recreated through team input. (The team consists of parents, students, and faculty/staff, ideally.) The team is encouraged to discuss what worked last year, what did not work, and what might be a better plan for the current school year to get more parents involved in their child's education at QIR. This input is then used to collaboratively create the current plan.

How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?

Funding of Title 1 dollars is initially discussed at the first meeting so a tentative plan for spending and activities can be put in place. (This year, the meeting took place in July, using a virtual platform, due to Covid-19 to alleviate parents fear about coming to the school for a face to face meeting.)

Title I Parent Involvement funding is then discussed at each meeting throughout the year so that continued input is collected and activities and spending can be altered if needed. The plan constantly serves as a working/amenable document.

attendance to the school's Annual Title I Meeting;

- Involve parents/families in decisions about how Title I, Part A funds are spent;
- Provide parent/families with timely information in an understandable format Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;
- Provide an individualized student report on their child's performance on State tests; and
- Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA.

What evidence do you have to document parent/family participation in writing/reviewing your PFEP?

What evidence do you have that documents parent/family input in spending PFE funds?

Evidence should include an agenda clearly stating the purpose of review/revise the PFEP and a sign in sheet.

Agendas for meetings, sign-in sheets, and meeting minutes all serve to document parent/family participation in writing and reviewing the plan as well as having input for spending of FPEP funds. (For this year, using the virtual platform of Google Hangouts, we will not have an actual sign in sheet; however, the virtual log shows all who were in attendance as shown below.

Invitation: Fixing Meet for PTO - Putnam County School District - My Drive - Google Drive

calendar.google.com/calendar/?evented/NDhxc2RnZnRqa3FjY3ZwZTV0bHVpbGh2YTkgdHRob3JudG9uQG15LnB1dG5hbXNjaG9vbHMub3Jn?tab=mc

Apps Skyward Student T Appreciation Week Video Tutorials - Sign Command Odysseyware

× PTO/SAC Meeting Save More actions

Jun 10, 2020 9:00am to 10:00am Jun 10, 2020 Time zone

☐ All day Does not repeat

Going? Add note

Event Details Find a Time

Add location

Notification 10 minutes ×

Add notification

Q.I. Roberts

Busy Default visibility

PTO_SAC Meet... PIP QIR 19-20.d... Compact-QIR-1...

Hello!

There will be two PTO/SAC Meeting invitations sent out to you through email, one for 9:00 a.m. (this one) and one for 6:00 a.m. Please join whichever meeting is most conducive to your

Guests

Add guests

45 guests
6 yes, 1 maybe, 38 awaiting

Darlene Case *
Eve Stairs *
Heather Taylor *
Jamie Viera
Michelle Hatten *
Shalanda Colson *
Teri Gautney *
Allison Coyle *
Amanda Bennett

Type here to search

PTO/SAC Meeting
Q. I. Roberts Junior Senior High School
June 10, 2020

- Welcome
- Mission and Background
- Teacher/Parent/Student Compact
 - Review and Revision Suggestions Before Ordering for 1920-2021
- Parent Involvement Plan
 - Review 19-20
 - Activities and Suggestions for Input
- Review of PTO Sponsored Activities/Events from Last Year
 - Purchase of "Dance in a Box"
 - Junior High Homecoming Dance
 - Junior High Winter Dance
 - Quarterly Appreciation Luncheons (for entire staff)
- Conversation About Officers & Event Chairs
- Brick Fundraiser (ongoing)
- Next Meeting: Discussion of Dates, Times, or Ideas
- Questions/Comments/Notes

Meeting details

17 people in this Hangout

Add people

Amanda Bennett
Teri Gautney
Shalanda Colson
Michelle Hatten
Heather Taylor
Jamie Viera
Eve Stairs
Darlene Case
Allison Coyle
Amanda Bennett
Teri Gautney
Shalanda Colson
Michelle Hatten
Heather Taylor
Jamie Viera
Eve Stairs
Darlene Case
Allison Coyle
Amanda Bennett

PTO Meeting 6/10/20 - Virtual Google Hangout

| 9:00am Meeting Notes | 6:00pm Meeting Notes |
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| <p>Attendees:</p> <ol style="list-style-type: none"> 1. Tammie Thornton 2. SARAJEAN MCDANIEL 8:57 AM Sarajeon McDaniel Parent of Branam McDaniel 10 th Grade 3. Amanda Bennett 4. H&K Maloy 8:58 AM - Kathy Maloy parent of Tanner Maloy 7th grade. 5. Dena Lewandowsk i8:58 AM Dena Lewandowski, parent of Jack, 11th, Luke, 11th and Mark, 10th 6. James Neale 8:58 AM 7. Barbara Bunch 8:58 AM Barbara Bunch -parent of Grace Bunch 12th grade 8. JULIE SLOAN 8:58 AM Julie Sloan, Amelia Sloan 12, Cullen Sloan 9 9. Dominick Vazquez-holt 9:00 AM Tiffany Vazquez-Pacheco parent of Dominick Vazquez-Holt he will be in 7th grade 10. Michelle Hatten9:01 AM Michelle Hatten and Dustin Wilkinson Student Megan Wilkinson 11th grade 11. Victoria Van Horn 9:02 AM Peyton Van Horn 10th grade 12. Penelope Snider 9:05 AM Penny Snider -- Eli (12th), Chris (10th), Matthew (9th) <p>Did not sign in:</p> <ol style="list-style-type: none"> 1. Carrie Williams 2. Jackie Traxler 3. Michelle Hatten 4. 1 - 305 - **63 5. 1 - 386 - **00 Ryan Raymond <p>Notes:</p> <ul style="list-style-type: none"> • Dena (Intro) | <p>Attendees:</p> <ol style="list-style-type: none"> 1. Keith Jenson Here for Aaron Jensen grade 9 :) 2. Amanda Bennett 3. Dena Lewandowski 4. Felesiah Oliver - Serena Oliver's mom 5. Ian Boze 6. Kim Thomas 7. Latoria Lewis 8. Qatresha Champagne Maya - grade 7 9. Tammie Thornton 10. Larry and Darlene Case - Savannah and Autumn Patterson-Case 10th grade 11. Gigi Amondo - Barbara Castillio - Elizabeth Amondo , 7th grade <p>Did not sign in:</p> <ol style="list-style-type: none"> 1. 1 - 352- **53 2. Mlaxkenshin <p>Notes:</p> <ul style="list-style-type: none"> • Dena (Intro) <ul style="list-style-type: none"> ◦ Described purpose of PTO (this is year 3) which is to help with funds are low, contribute to dances (Dances in a Box), Life sized chess set • Parent Compact <ul style="list-style-type: none"> ◦ accepted as is, two want changes Mrs. Bunch emailed about home environment and teacher signature ◦ Felesiah Oliver, Dena Lewandowski, Keith Jenson No one voted against. • Parent Involvement Plan <ul style="list-style-type: none"> ◦ People nodded... ◦ Q. Champagne wants to see the finalized version before officially voting. |

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| | | <ul style="list-style-type: none"> ◦ Described purpose of PTO (this is year 3) which is to help with funds are low, contribute to dances (Dances in a Box), Life sized chess set • Parent Compact <ul style="list-style-type: none"> ◦ accepted as is, not changes requested. ◦ Julie Sloan, Tiffany Vazquez-Pacheco, Penelope Snider all voted to keep. No one voted against. • Parent Involvement Plan <ul style="list-style-type: none"> ◦ Accepted by: Julie Sloan, Sarajeon McDaniel ◦ Like the flexible meeting options • Review PTO Sponsored Events <ul style="list-style-type: none"> ◦ 3 Dances ◦ Teacher Appreciation ◦ Global Perspectives Luncheon ◦ Brick Fundraiser - ongoing fundraiser - \$75 per brick • Discussed Ian's Email <ul style="list-style-type: none"> ◦ Spirit week fundraiser ◦ Student representative from Student Government in PTO <ul style="list-style-type: none"> ■ In Favor: Dena Lewandowski, Julie Sloan, Tiffany Vazquez-Pacheco, Sarajeon McDaniel, Penelope Snider, Barbara Bunch, Kathy Maloy <p>Parent Questions:</p> <ul style="list-style-type: none"> • Dominick Vazquez-holt9:14 AM i do have question, is there a way for us parents to keep track of our students grades and progress • Dominick Vazquez-holt9:26 AM Is there any word on how school will go next year • Barbara Bunch Parent Suggestion: PHONE CALL: Revise the compact to <ul style="list-style-type: none"> ◦ replace "place for hw" with "supportive environment conducive |
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- for hw completion" because not everyone does it the same time and place everyday due to busy schedules
- o Replace teacher signature with "HR teacher signing on behalf of team)

Chat Transcript Copies

Transcript Copy:
SARAJEAN MCDANIEL8:57 AM
Sarajean McDaniel Parent of Branam McDaniel
9th Grade
10th
oops
You8:58 AM
Amanda Bennett
H&K Maloy8:58 AM
Kathy Maloy parent of Tanner Maloy 7th grade.
Dena Lewandowski8:58 AM
Dena Lewandowski, parent of Jack, 11th, Luke, 11th
and Mark, 10th
James Neale8:58 AM
Jim Neale
Barbara Bunch8:58 AM
Barbara Bunch -parent of Grace Bunch 12th
grade
JULIE SLOAN8:58 AM
Julie Sloan
Amelia Sloan 12
Cullen Sloan 9
Dominick Vazquez-holt9:00 AM
Tiffany Vazquez-Pacheco parent of Dominick
Vazquez-Holt he will be in 7th grade
Michelle Hatten9:01 AM
Michelle Hatten and Dustin Wilkinson Student
Megan Wilkinson 11th grade

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| | | <p>Victoria Van Horn9:02 AM Peyton Van Horn 10th grade</p> <p>Tammie Thornton9:04 AM Hi everyone! Please sign in this chat box stating your name, who you are the parent or guardian of, and what grade the student is in. This will help us have a log of who was here. :)</p> <p>Penelope Snider9:05 AM Penny Snider -- Eli (12th), Chris (10th), Matthew (9th)</p> <p>Dena Lewandowski9:07 AM Ryan Raymond is here</p> <p>You9:08 AM Thank you Dena :) I added Ryan's name</p> <p>Dena Lewandowski9:10 AM Hi everyone! Please sign in this chat box stating your name, who you are the parent or guardian of, and what grade the student is in. This will help us have a log of who was here. :)</p> <p>JULIE SLOAN9:10 AM looks good!</p> <p>Dominick Vazquez-holt9:10 AM sounds great</p> <p>Penelope Snider9:10 AM Looks good</p> <p>Dena Lewandowski9:14 AM looks good</p> <p>JULIE SLOAN9:14 AM this plan looks good too</p> <p>Dominick Vazquez-holt9:14 AM i do have question, is there a way for us parents to keep track of our students grades and pogress</p> <p>SARAJEAN MCDANIEL9:15 AM The plan looks great and I love the flexible options</p> <p>Dominick Vazquez-holt9:15 AM</p> | |
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yes it did thank you

JULIE SLOAN9:19 AM

virtual works great for me!

You9:21 AM

Dena's email:

d2lewandowski@my.putnamschools.org

You9:22 AM

Tammie's email:

tthornton@my.putnamschools.org

Dena Lewandowski9:24 AM

I'm in favor

JULIE SLOAN9:24 AM

I'm in favor

Dominick Vazquez-holt9:24 AM

Im in favor

SARA JEAN MCDANIEL9:24 AM

I'm in favor of having students on the committee

Penelope Snider9:24 AM

I'm in favor

Barbara Bunch9:24 AM

I'm in favor of student involvement

H&K Maloy9:24 AM

I'm in favor

Penelope Snider9:25 AM

LOL

Dominick Vazquez-holt9:26 AM

Is there any word on how school will go next year

JULIE SLOAN9:27 AM

not yet

H&K Maloy9:27 AM

Any date on when registration packages will be emailed?

Dominick Vazquez-holt9:27 AM

My son is going into 7th grade so just trying to see if school is starting regularly

yes

Penelope Snider9:29 AM

Yes, very excited about digital registration!

Dena Lewandowski9:29 AM

yes!

H&K Maloy9:29 AM

I got the email about meeting times but didn't get a email with this meeting link. Is there anything I need to do to make sure I'm getting all emails.

Dena Lewandowski9:29 AM

we just did a virtual registration for Putnam county school sports

H&K Maloy9:30 AM

Perfect thank you.

You9:31 AM

Kathy, send me your email either in the chat or to ghennett@mu.putnamschools.org and we will make sure you are included

Barbara Bunch9:31 AM

The parent portal requires password changes on a regular basis

Seems like maybe every 90 days

You9:32 AM

Thank you Barbara!

Penelope Snider9:32 AM

I like the idea of a FAQ.

Barbara Bunch9:32 AM

Like the idea of FAQ

Victoria Van Horn9:33 AM

Great job. Thank you ladies!

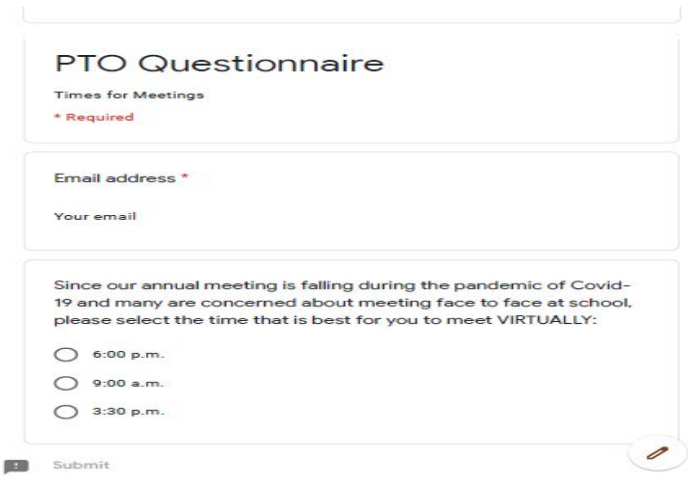
Tammie Thornton9:33 AM

Thank you! =)

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| | <p><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP. How will this plan be made available to the community?</i></p> | <p>Comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP are documented in minutes with sign-in sheets from meetings that take place throughout the year and are used to amend the current plan. Comments that reflect a parent's dissatisfaction with the plan are sent to the District Office of Federal Programs.</p> <p>The plan is continuously made available to all stakeholders through the school website and a hard copy can be viewed in the front office at the school.</p> |
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Flexible Parent Meetings

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| <p><i>Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.</i></p> | <p>This year, the school tried a different process for creating a SAC/PTO group since such little parent participation existed in the past. To begin, we sent out a Messenger email (and replica phone call) inviting parents to participate in filling out a Google Form Questionnaire regarding the best times for meeting virtually since the pandemic prevented parents from feeling safe meeting face to face at the school. The form was sent out via email to all school families for input regarding meeting times. (See Google Form below.)</p> <p>Once the collective data on parent input was gathered, QIR offered two virtual meeting times indicative of what was most conducive to parents according to the survey data we received; the two meetings were offered at 9:00 a.m. and 6:00 p.m. on June 10th giving parents two options for participating virtually. (Essentially, we had the same meeting with the same content <i>twice</i> giving us more parent participation and input.)</p> <p>The plan is to follow this same process throughout the year regarding virtual and face to face meeting times so that we can have as much input from parents as possible regarding activities, workshops, events, etc. Likewise, when having face to face meetings, we will try to accommodate those who cannot attend by offering a "replica" virtual meeting.</p> |
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| |  <p>The image shows a 'PTO Questionnaire' form. It has a title 'PTO Questionnaire' and a subtitle 'Times for Meetings'. Below this is a red asterisk and the word 'Required'. There is a text input field for 'Email address *' with the placeholder 'Your email'. Below the email field is a paragraph of text: 'Since our annual meeting is falling during the pandemic of Covid-19 and many are concerned about meeting face to face at school, please select the time that is best for you to meet VIRTUALLY:'. Under this text are three radio button options: '6:00 p.m.', '9:00 a.m.', and '3:30 p.m.'. At the bottom left of the form is a 'Submit' button with a speech bubble icon. At the bottom right is a circular icon containing a pencil.</p> |
| <p><i>Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.</i></p> | <p>Instructional assistants/staff are offered Accrued Leave Time for volunteering to provide daycare when needed for families to attend meetings. Likewise, home visits are conducted by administration, teachers, and guidance as needed. If transportation to school is an issue, administration provides a means for such for individual parents.</p> <p>This year, we are adding a virtual meeting platform which will allow even more parents to participate when physically coming to the school is problematic for them or if circumstances regarding the pandemic prevent face to face meetings.</p> |
| <p>Annual Parent Meeting – the annual Title I meeting must be a stand-alone meeting with an agenda and sign in sheet clearly indicating that the meeting was only for the purpose of informing stakeholders that the school is a Title I school, explaining the requirements of being a Title I school, and the rights of parents to be involved. Federal Programs has been advised by the state that it is inappropriate to count this meeting as documentation of the opportunity for parents to review and revise the PFEP, the Schoolwide Plan and the School-Home Compact.</p> | |
| <p><i>Date and time you will hold your Annual Title I Meeting</i></p> | <p>The Title I Annual meeting at QIR for 2020-2021: September 1st at 6 p.m. (This meeting will be recorded and uploaded on our school Facebook page and school website for those who cannot attend.)</p> |
| <p><u>Notification and Invitation:</u></p> <ul style="list-style-type: none"> ● <i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i> ● <i>How will the school assure the notification and invitations are in a language all parents can understand?</i> | <ul style="list-style-type: none"> ● Notifications and invitations for the annual meeting are sent out weeks in advance. These invitations are posted on the school's Facebook page, school website, and are sent out via Phone Messenger as both a phone call and as an email. ● Title I flyers are also given out that are in both English and Spanish. |

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| <p><u>Information:</u></p> <p><i>Please describe how your meeting will cover the required information about:</i></p> <ul style="list-style-type: none"> • <i>Benefits to all students in a Title I schoolwide program;</i> • <i>Right-to-know 4-week out-of-field letters & teacher and paraprofessional qualification information,;</i> • <i>explanation of curriculum;</i> • <i>assessments used to measure student progress,;</i> • <i>expected achievement levels on state tests;</i> • <i>PFE funds;</i> • <i>School Compact and;</i> • <i>opportunities provided for engagement.</i> | <p>A slide presentation is presented that covers all the required information at the Title I Annual Meeting. (Please see the slide presentation in the drive shared folder for all information covered in the Annual Parent Meeting.)</p> <p>Additionally, due to needing compacts readily available for the Annual Meeting and eager to get started on the PFEP, a June meeting where all parents were invited to attend virtually was held. Parents gave input and suggestions for creating/revising both the compact and PFEP.</p> |
| <p><u>Barriers:</u></p> <ul style="list-style-type: none"> • <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i> | <ul style="list-style-type: none"> • The only two issues most parents at QIR sometimes have difficulty with regarding attendance at meetings is childcare and time constraints. To accommodate for these issues, parents are offered the opportunity to come to the initial meeting held at the school where childcare will be handled if needed during the presentation by staff who are given Accrued Leave Time for assisting. Likewise, the meeting is recorded and posted on the school's Facebook page and website for those who cannot attend due to personal time constraints. |
| <p><u>Evaluations:</u></p> <ul style="list-style-type: none"> • <i>How will you get feedback from parents about the meeting?</i> | <ul style="list-style-type: none"> • Parents have the option to give feedback regarding the meeting content in a variety of ways. They can email administration, send Facebook messages (since a recording of the meeting is posted there after the fact for those who cannot physically attend), or attend the meeting as scheduled to collaborate and give feedback. |
| <p><u>Parents who do not attend?</u></p> <ul style="list-style-type: none"> • <i>How will you get the information home to parents who did not attend the meeting?</i> | <ul style="list-style-type: none"> • For those who cannot attend the meeting, a recording of it is posted on the school Facebook page and on our school website. Likewise, a Title I flyer is sent home in both English and Spanish to assure parents who cannot come to the school are still informed of pertinent information. |
| <p>Building Capacity of Parents to Support Their Child</p> | |

Explain how parents/families are invited to participate in activities such as parent trainings that are linked to student achievement.

- ***How will your school help parents gain an understanding of such topics as: the State's standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?***

In the beginning of the year during preplanning, an initial overview of State Standards, assessments including state and Cambridge tests coupled with levels of proficiency are shared in both a "Meet the Knights" presentation for incoming 7th graders and a Meet and Greet session with the other grade levels within the student body. Likewise, this same information is shared at our Annual Title I Parent Meeting. (The slide presentation can be found in the shared folder on Google Drive.)

- ***What training or materials will you provide to help parents work with their child to improve their child's academic achievement?***

Training materials vary between department areas and teachers but are shared in individual parent conferences.

| Title - Topic | Impact on Student Achievement | Materials | Tentative Date/Time Is this flexible to accommodate parent schedules? | Transportation | Refreshments | Childcare | Translation |
|---|---|---|--|----------------|--------------|-----------|-------------|
| Title I Annual Meeting followed by Open House | Knowledgeable parents who understand the state's standards, state assessments, achievement levels, and how to monitor their students' achievement equals positive student behavior, better attendance, and academic success (ie.Excellence in ALL Endeavors). | Slide Presentation and discussion of ESSA requirements to inform parents and families | September 1, 2020 | | | X | |

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| <ul style="list-style-type: none"> <i>How do you evaluate the effectiveness of capacity building activities?</i> | <p>QI Roberts evaluates the effectiveness of parent activities through attendance comparisons from year to year and parent input at all meetings and events. Agendas and sign in sheets are used for documentation. This year, virtual meeting minutes and attendance will be used to collect a baseline for comparison in future years for how well this platform works. Likewise, the virtual meetings can be compared to face to face meetings to determine if meeting virtually increases involvement.</p> |
| <ul style="list-style-type: none"> <i>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.</i> | <p>We utilize many of our student groups to interact and build relationships within our community. For example, band and chorus volunteer to perform in churches and for community events. Likewise, Interact and FFA partake in various community service events partnering with businesses in activities such as Roadside Cleanup, Putnam County Fair work, etc. In turn, said community organizations and business partners volunteer at the school or assist with school-related activities in efforts to increase student achievement in a plethora of capacities such as mentoring, sponsored events, scouting job and future employment prospects, etc.</p> |

- Examples of capacity building events/activities: literacy training, using technology, Florida standards/curriculum, testing, progress monitoring, transition information, (K, MS, HS), College and Career, Graduation requirements & scholarships.
- Agendas must document that parent/family activities had an academic component that facilitated parents and family being able to support their child's Academic achievement. Sign-in sheets are required documentation.

Building the Capacity of Staff (Professional Development)

This is a requirement under ESSA

Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on....

- how to reach out to, communicate with, and work with parents/families as equal partners,*
- the value and utility of contributions of parents/families*
- how to implement and coordinate parent/family programs*
- how to build ties between parents/families and the school*

Please describe below how you will provide professional development

| Topic-Title | Purpose? How does this activity help staff build school/parent relationships? | Implementation format: (workshop, book study, etc.) Presenter? | Who is the audience? | Tentative Date/Time |
|--------------------------------------|--|--|----------------------|---------------------|
| Annual Parent Communication Training | Teachers are trained in two-way communication and the benefits of reaching out to parents as | PD as a part of preplanning | Faculty and Staff | Preplanning |

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| | equal partners build ties between parents/families at the classroom level and are more likely to keep ongoing contact/communication with parents which in turn benefits students. The virtual components of this are addressed as well considering all that the pandemic entails for QIR families. | | | |
| Mental Wellness Training (Lauren's Kids) | Teachers are taught what to look for in terms of mental wellness concerns regarding their students. In turn, teachers are also taught how to share such information with parents so that they can collaborate together finding the best ways to support the students who need help. | PD/Workshop | Teachers | Preplanning |
| Canvas Training | Teachers and parents are taught (or are able to review) how to utilize Canvas effectively so that student work assignments can be monitored by both the teacher and the parent(s). | Workshop | Teachers and Parents | September |
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| Communication | |
| <i>Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive</i> | 4-week <i>Out of Field</i> letters are sent home in September to inform parents of any teachers who are teaching out of field and are in the Title I Notebook located in the school's front office for additional access. In compliance with the requirement of the Every Student Succeeds Act (ESSA), this letter serves as notification that parents have the right to request information about the professional qualifications of any teacher or paraprofessional that works with their child(ren). |

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| <i>weeks by a teacher who is out of field?</i> | Parents have the right to request the following information which will be provided to them in a timely manner : whether the teacher has met the state licensing criteria for the grade levels and subject areas in which the teacher provides instruction, whether the teacher is teaching under emergency or other provisional status through which state qualifications of licensing criteria have been waived, the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree, and whether the child is provided services by paraprofessionals, and, if so , their qualifications. |
| <i>Describe how you provide each family with timely notice in an understandable informational format regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals.</i> <i>Include how the Teacher Certification Letter is sent to parents at the beginning of the year.</i> | Letters describing this right are sent home in September to parents of students this applies to within the first 4 weeks of school. Copies are added to the Title I Notebook in the school's front office for easy access. |
| <i>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain.</i> | Parents and families are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain at Open House/Registration and at the Annual Title I Parent Meeting. |
| <i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i> | Individual score reports are sent to the school from the state. These reports are sent home with students or are mailed home if students do not retrieve them. (This year there will not be state reports as testing was canceled last year due to Covid-19 pandemic.) |
| <i>Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child's achievement.</i> <i>How is this requirement documented that it occurred?</i> | NA as this is only for elementary schools. |

(This is a requirement for elementary schools only, but it is a legislated requirement).

Coordination and Integration – *If any of the programs below do not apply to your school, please indicate N/A.*

Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.

| | |
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| • Homeless | Liaison works with Guidance to service homeless children. |
| • Migrant | Guidance coordinates meetings with parents and shares relevant information. |
| • Headstart | NA |
| • Title II | Select teachers are working with “Teaching and Learning” with Jennifer Azula at the district office where they are engaging in PD. This training may be virtual this year at times due to the pandemic. |
| • Title III - ELL | Title III Support Leader is available if needed to support ELL students. |
| • Title IV | Title IV supplies the Wellness curriculum if the school is doing this. |
| • Title V | Provides funds for professional development. |
| • ESE | ESE Department provides services to all students with an IEP. |
| • Neglected and Delinquent | Title I staff is available if needed to help support neglected and delinquent students. |
| • SAC | At QIR all parents are invited to attend PTO/SAC meetings. (These two groups are merged as one.) Additionally, PIDAC meetings are held monthly at the PCSD School Board Room for parents to participate on a District level. Agenda, Minutes and sign in sheets document parent participation and correlation to student academic achievement. Funding of Title 1 dollars to schools is discussed and input is given before decisions are made in accordance with SAC voting guidelines. |
| • PIDAC/MPAC | PIDAC is a district advisory group. Schools submit names of parents of their students to serve on this committee. The committee |

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| <i>(Migrant Parent Advisory Council)</i> | discusses school related issues, activities and events in order to gain feedback from a variety of stakeholders across the district who then can take back information discussed to the individual schools. |
| <ul style="list-style-type: none"> • <i>PTO/PTA</i> | At QIR all parents are invited to attend PTO/SAC meetings where school events and issues are reviewed and discussed. (These two groups are merged to serve in both capacities.) Agenda, minutes and sign in sheets document parent participation and correlation to student academic achievement for SAC. The group also discusses and plans fun events/social activities for faculty, staff, and the students. |
| <ul style="list-style-type: none"> • <i>Community Agencies</i> | NA |
| <ul style="list-style-type: none"> • <i>Business Partners</i> | NA...we are working to establish consistent business partners this year at QIR. |
| <ul style="list-style-type: none"> • <i>Other</i> | NA |

| Accessibility | |
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| <p><i>What opportunities do parents have to participate in their child's education?</i></p> <ul style="list-style-type: none"> • <i>Volunteer?</i> • <i>Mentor?</i> • <i>SAC?</i> • <i>PTO/PTA?</i> • <i>Other?</i> | <p>Parents have a variety of ways they can participate in their child's education at QIR. They are invited to participate as a member of the PTO/SAC group. For those who cannot physically attend meetings, QIR is trying to utilize virtual platforms as an alternative method for meeting as well. The hope is that even more parents can connect and feel involved by being able to take part remotely from home through the use of technology.</p> <p>Likewise, parents have an opportunity to serve as a volunteer or as a mentor to other students provided they are cleared through the RAPTOR system.</p> <p>Finally, parents are encouraged to be involved in less formal structures by simply staying" in tune" with their child's progress at school through connecting with teachers via email, Skyward, FB (school page), phone, or face to face. All teachers will be utilizing Canvas as an online platform for assigned work. This will provide a consistent means for parents to check assignment progress status on a regular basis.</p> |
| <p><i>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</i></p> <ul style="list-style-type: none"> • <i>school and parent programs</i> | <p>QI Roberts provides communication in the parent's language, both English and/or Spanish as frequently as possible; other languages are provided as needed. We strive to meet the needs and requests of all parents and make any changes to accommodate accordingly. All areas of the school are wheelchair accessible. Title III may provide transportation and services for migrant families that are eligible. Information is sent home through the Messenger/REMIND system as well as through the school Facebook page and school website. Parent conferences are also scheduled through the front office for further clarification and explanation of specific</p> |

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| <ul style="list-style-type: none"> • <i>meetings</i> • <i>school reports</i> • <i>other activities</i> | <p>information as needed.</p> |
| <p><i>What barriers hinder participation by parents in parental engagement activities?</i></p> <p><i>What steps will you take this school year to overcome these barriers - with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.</i></p> <p><i>Please address the subgroup populations that are included in your schoolwide plan as performing below the state average. How will you support the parents and families of these subgroups to help their children at home?</i></p> | <p>Time is a barrier at QIR. The steps taken to overcome this barrier include adjusting meeting times to accommodate parents, using phone conferences, and using emails. In addition, QIR will be using virtual platforms for meetings when possible to help eliminate some parent barriers to being involved.</p> <p>Transportation is a barrier as well, due to the location of the school. The steps taken to overcome this barrier include adjusting the meeting times to accommodate parents, using phone conferences, using video chats, and posting available information on the school webpage and/or social media platforms such as Facebook when possible.</p> |
| <p><i>How does your school provide information to parents in their native language?</i></p> <p><i>What languages do you provide?</i></p> <p><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.</i></p> | <p>QI Roberts provides communication in the parent's language, both English and/or Spanish as frequently as possible as these are the only native languages spoken in any of the student homes; other languages are provided as needed though if a student arrives whose parents need this support. When those situations arise, Title I is available for assistance in locating a translator. QIR strives to meet the needs and requests of <i>all</i> parents and make any provisions to accommodate as needed.</p> |
| <p><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></p> <ul style="list-style-type: none"> • <i>Parent/Family Resource Centers</i> • <i>Parent Liaison</i> • <i>Data Reviews</i> • <i>SAC</i> | <p>Q. I. Roberts encourages and supports additional family involvement by hosting FAFSA events where parents can learn and be a part of their child's college entrance experiences. The school counselor and TOSA serve as regular parent liaisons for the school helping bridge the home-school connection for families, as well.</p> |

- *PTO*
- *PIDAC*
- *Other*