**DEAF ELEMENTARY SCHOOL**

**PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)**

Principal—Angela Saunders

Assistant Principal—Heidi Jordan

In support of strengthening student academic achievement, each school that receives Title I funds must jointly develop a parent involvement plan with parents of participating children. The plans should be agreed upon by parties involved in their development, and distributed to all “stakeholders” including parents, school staff, and administrators. Each written parent involvement policy contains information required by section 1118(a)(2) of the *Elementary and Secondary Education Act* (ESEA*)*, which was later reauthorized as *No Child Left Behind* (NCLB). This parent involvement plan establishes the expectations for involving parents as partners in their child’s education, and outlines how each school will implement a variety of different parent involvement activities.

Parent Involvement Mission Statement for Deaf Elementary School Families:

Parent involvement is a powerful influence on a child’s achievement in school. When schools work together with parents to support learning, children are inclined to succeed not only in school, but throughout life. Parents, families, and legal guardians are encouraged to participate as informed partners with school personnel in implementing the Title I school programs in an effort to improve student academic achievement and school performance. The Deaf Elementary School welcomes and encourages parental/family support and involvement in efforts to improve our academic program.

The Deaf Elementary School holds five Core Beliefs that guide all we do. These Beliefs are: We believe children are our first priority; We believe a positive, friendly, and fun school culture promotes student growth; We believe the learning and living environment should be physically and emotionally safe; We believe all students are capable of learning; We believe everyone matters and deserves respect.

Parent Involvement Plan Components:

1. *Describe how the school will involve parents in an organized and timely manner in the planning, review, and improvement of Title I programs at their school, including involvement in deciding how the required set aside for parent activities will be used as per Section 1118(a)(3), 1114(b)(2), and 1118(a)(2)(B) ESEA.*

**Response:** Each Title I school Principal and Assistant Principal, along with the Title I Coordinator, assemble their school’s “Title I Parent Advisory Team” at the start of the school year. These representatives meet regularly in order to develop, review/revise, and evaluate the Title I plans & programs. All parents in Title I schools are welcome to attend Title I meetings as an option; but Title I parent team representatives commit to the quarterly meetings each year. The 1% of grant monies specifically set aside for parent involvement activities is determined during the spring Title I Parent Advisory Team meeting. This set aside planning allows for revisions—upon parent request—before the Title I grant is written in June.

1. *Describe how the school will coordinate and integrate parent involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate as per Section 1118(e)(4) of the ESEA.*

**Response:** Teachers in Deaf Elementary School are required to send home a weekly newsletter/website update, which often includes tips on how to extend learning of particular concepts/skills in the home setting, as well as links to supplemental resources. The Deaf Elementary School Assistant Principal sends home a monthly newsletter that includes tips and strategies that families can use to help their children at home. For the 2018-2019 school year, the newsletter will again include a “counselor’s corner” with tips on how parents and families can help their child at home. Additionally, students in the Deaf Elementary School are provided with summer learning workbooks to complete and they are awarded medals for completion (these books and medals are not purchased with Title I funds). During the summer of 2018, students and families were encouraged to participate in our Summer Reading Olympics, which included a variety of learning activities students could complete with their families in order to earn points. Prizes are awarded for different point levels.

FSDB’s Parent Services Department typically hosts parent workshops 4 or 5 times each year on a variety of topics for the specific purpose of building parent capacity. These workshops may include information on how parents can help their children at home by sharing with the enrichment activities as well as how to provide appropriate homework help. Such information is also sent home at the end of each school year, with final report cards, providing parents resources and ideas for summer enrichment activities.

During the 2018-2019 school year, FSDB’s Parent Liaison will collaborate with the Assistant Principal and Title I Coordinator to bring parent engagement activities and events to campus as well as provide outreach services across the state.

Deaf Elementary School has a parent involvement initiative in connection with our Positive Behavior Support (PBS) program. This initiative is called Parents Being Supportive (PBS) and allows parents to volunteer for various school events both through on-campus service as well as preparing materials off-campus when they cannot travel to campus. Parents were informed of this initiative and invited to sign up to during our annual Open House in August 2018. Parents who agreed to be called upon as volunteers were identified. Several parents have participated in this initiative already this school year.

1. *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 (schoolwide or targeted assistance), adequate yearly progress, school choice, Supplemental Education Services (SES), and the rights of parents. Include the timeline and persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity (all requirements as per Section 1118(c)(1) of the ESEA).*

**Response:** The Title I Coordinator, through collaboration with the campus Parent Services Department, Print Shop, and Webmaster, ensures that information regarding all of the above is made available to parents in Title I schools through 3 main channels:

* + The “Title I Handbook” for each school is prepared in the campus Print Shop and sent home to parents in October of each school year; this handbook contains all Title I plans and parental right notifications.
	+ The FSDB website, [www.fsdb.k12.fl.us](http://www.fsdb.k12.fl.us) also contains this information, and is linked to social media accounts.
	+ *The* *Parent Connection* parent newsletter prints all parent right notifications—such as the parent right to know about teacher & paraprofessional qualifications—as well as occasional highlight pieces on grant activities.

Each year, the state of Florida publishes School Public Accountability Reports, called SPARS, as required by the federal Elementary and Secondary Education Act. These reports are made available in order to provide parents with information about the school's accomplishments from the previous school year. The 2015-2016 SPARs is the most current report provided by the state of Florida and is currently available on this website: http://doeweb-prd.doe.state.fl.us/eds/nclbspar/. This link is also accessible from the FSDB website, under Academics, Instructional Services, State and Federal Reports. When updated SPAR reports become available, they will also be posted. If you have questions about the data, please contact the Principal or Assistant Principal of your child's school.

The effectiveness of these activities is determined by parent feedback during the Title I parent team meetings.

1. *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 services such as child care, transportation, or home visits as outlined under Section 1118(c)(2) of the ESEA*.

**Response:** Due to the nature of FSDB’s program, Fridays have proven convenient for parents to pick up their students and take them home for the weekend. Meetings are also scheduled on the same Friday that Parent Engagement Workshops are scheduled whenever possible, in an effort to encourage greater attendance and for the convenience of parents and families. Additionally, the Title I grant provides travel expenses reimbursement for parents in Title I schools to travel to FSDB for meetings or other parent capacity-building activities. “Travel expenses” (per state agency guidelines) may include meals, hotel costs for overnight stays, and mileage reimbursement.

1. *Describe how the school will implement activities that will build capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school staff, parents, and community to support student academic achievement. 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, all required by Section 1118(e) and Section 1118 (e)(2) of the ESEA.*

**Response:** The Title I Handbooks, distributed to all Title I families in the fall of the school year, contain the “Family-School Compact.” This compact specifically lists the responsibilities undertaken by students, their parents, and their teachers that will contribute to academic achievement.

The Deaf Elementary School IEP (Individual Education Plan) Coordinator will make a concerted effort to maintain our high percentage of parental participation in IEP meetings through ongoing communication with families about upcoming IEP dates, scheduling at times that are convenient for families, and exploring creative ways for parents to maintain involvement (through the use of technology, for example) for families that face transportation burdens due to living far from campus.

Parents of Deaf Elementary School students will be invited to school to attend various classroom activities such as plays, read-alouds, poetry walks, honor roll assemblies, and special recognition ceremonies. Parents are also invited to read stories to their child’s class. Teachers will communicate (through parent-teacher conferences, email, phone calls, videoconferencing, etc.) with each parent a minimum of three times per year to inform families of student progress, upcoming events, adjustment to FSDB, and the like. Class websites will be updated weekly and shared with parents via email in order to better involve and inform them. Parents and families are welcomed and encouraged to attend annual school events such as the PBS Ice Cream Social, Vocabulary Parade, Everyone Matters Day, and Field Day. Information for these events is shared via social media as well as parent communications from individual classroom teachers.

New students to Deaf Elementary School are assigned a member of the support staff who assumes responsibility for checking on student progress and adjustment to FSDB. The staff member is responsible for communicating that information to parents for a minimum of the student’s first four weeks at FSDB. This has helped support and strengthen the home-school partnership.

The Parent Services Department will continue to provide current parent activities & trainings, such as parent ASL (sign language) and Braille classes; these classes facilitate improved communication between parents and their children and involve parents to a greater extent in homework**.** The campus Parent Information Office typically hosts Parent Engagement Workshops (PEW) at least 4 or 5 times each year on a variety of topics for the specific purpose of building parent capacity. These workshops may include information on how parents can help their children at home by sharing with them enrichment activities as well as how to provide appropriate homework help.

1. *Describe the training the school will provide to educate its teachers, student services personnel, principals, and other staff in how to work with parents as equal partners, and on the value and utility of contributions of parents as per Section 1118(e)(3) of the ESEA.*

**Response:** Seeing the positive response from teachers, specialists, administrators and parents alike, content for the 2018-2019 parent training and capacity-building activities will include topics that will enable a cohesive conversation and understanding between school and home.  Parents will have the opportunity to attend training in a variety of topics, and will also be surveyed to determine which topics interest them. Those topics will be selected for parent workshops. School staff will receive the same training and are therefore able to work in partnership with parents. Collaboration between Deaf Elementary School staff and the Parent Services Department was strong during the 2017-2018 school year and will continue for the 2018-2019 school year.

1. *Describe the other activities, such as parent resource centers, that the school will conduct to encourage and support parents in their participation in the education of their child as per Section 1118(e)(4) of the ESEA..*

**Response:** FSDB’s Parent Services Department acts as an excellent resource center for all FSDB parents. There is a parent lending library, funded through IDEA. Parent Services staff coordinate classes on Braille and American Sign Language to improve parent skills, and host a variety of capacity-building workshops for parents. Parent Liaisons also complete the required paperwork to provide travel reimbursements for parents who attend campus trainings, classes, or capacity-building events. If you need a travel reimbursement, please contact the Parent Services Department at 800-344-3732 or parentservices@fsdb.k12.fl.us.

1. *Describe how the school will provide the parents of participating children description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet as per Section 1118(c)(4)(C).*

**Response:** The Assistant Principal of the Deaf Elementary School hosted a ribbon cutting ceremony for the newly renovated elementary building on Open House in order to allow for more parental involvement. Parents were also invited to watch a slide show that reviews curriculum, explains the district assessment calendar and the assessments that will be given during the year as well as the purpose of these assessments, and outlines the proficiency levels that students are expected to meet in each grade level. This slide show is then made accessible to parents throughout the year via the school’s website. Additionally, the above information is shared in annual IEP meetings, parent-teacher conferences, and throughout the school year through information sent to parents by classroom teachers, as well as posts on social media.

1. *Describe how the school will provide full opportunities for participation in parent involvement activities for all parents, including those with limited English proficiency, disabilities, and migratory children. Include how the school plans to share information related to school and parent programs, meetings, reports, and other activities in a uniform format in a language that parents can understand, all required by Section 1118(e)(5) and (f) of the ESEA.*

**Response:** Written translations of school communication will be provided to parents with limited English proficiency in their native language to the extent possible; Large-print and Braille versions of written communication are also provided to any parents as needed, courtesy of the Braille Production Center**.** In addition to translations of written materials, sign language interpreters and/or Spanish translators will attend Title I Parent Advisory Team meetings (as well as other parent meetings) and workshops/trainings to provide these services as needed**.** Closed captioning, sign language, and Spanish interpreting is also provided for parent meetings broadcast live on the web.