Ferry Pass Elementary Title I, Part A Parental and Family Engagement Plan

# Involvement of Parents

Describe how the school will involve parents and families 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 {ESEA Section 1116}.

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| Parents are invited to participate on our School Advisory Council (SAC). The School Advisory Council (SAC) will review the Parent Involvement Plan and Parent-School Compact and make any necessary changes for the upcoming year. The School Advisory Council (SAC) will be the venue for parents to attend day and/or evening meetings to become involved in the planning, decision-making, reviewing and improving Title I programs including decisions regarding how Title I funds for parent involvement will be used. The Assistant Principal will conduct training for parents. The Assistant Principal will conduct training for teachers in best practices for using volunteers in the school. |

# Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home {ESEA Section 1116}.

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| **#** | **Program** | **Coordination** |
| 1 | Head Start | LEA cofunds Head Start for 185 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities. |
| 2 | Voluntary Pre-Kindergarten | Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities. |
| 3 | Title I, Part C | Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities. |
| 4 | Title I, Part D | Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs. |
| 5 | ESOL-Title III | Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals. |
| 6 | Title IV, Part A | Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids’ Hearts training and the services of the secondary schools guidance TSA. |
| 7 | Carl Perkins Career and Technical Education Act | Provides funds to increase the quality of career and technical education. |
| 8 | Title IX, Part A | Provides hygiene items, schools supplies, and tutors at area homeless shelters to support families. Assistance for housing, food, and other emergency support are available for families referred under Title IV. Counseling services and shelter based tutoring/parent training is available. |
| 9 | IDEA | Provides students with a disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards. |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, and the rights of parents are covered at the annual meeting.

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| **#** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop meeting materials | Principal, AP | May | Agenda, handouts, etc. |
| 2 | Advertise/publicize event | Principal, AP | May | Flyer/invitation and Sign-In sheet |
| 3 | Title I Parent Meeting | Principal, AP | May | Sign-In sheet |
| 4 | Maintain documentation | Principal, AP | May | Sign-In sheets/Parent Input/Agenda/Meeting Minutes |

# 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 engagement {ESEA Section 1116}.

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| Meetings will be offered during the morning and evening. Parents will be given a choice of time to attend conferences. The school social worker will make home visits if needed. |

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# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, and building relationships with the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents assist parents/families to work with their child. Include information on how the school will provide other reasonable support for parent/family engagement activities under {ESEA Section 1116}.

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| **#** | **Building Capacity Activity for Families** | **Person Responsible** | **Materials/Training**  **Provided to Parents/Families** | **Timeline** | **Evidence of Effectiveness** |
| 1 | State Standards Information  (Family Nights) | Principal, Classroom Teachers | Subject Area Handouts | ongoing | Sign in sheets/Parent Surveys |
| 2 | Assessment Reporting/Progress Monitoring  (Parent/Teacher Conferences) | Classroom Teachers, RTI Facilitator | Conference Notes, Progress Reports, Report Cards, RTI Information to Parents | ongoing | RTI Paperwork, Report Cards |
| 3 | Title I Annual Meeting  (SAC, school website, compact) | Principal, AP | Handouts | ongoing | Sign in sheets, signed compacts |
| 4 | Resources for Parents | Parent Educator | Technology or other needed assistance to Parents | ongoing | Parent Surveys |
| 5 | Volunteer Training for Parents | AP | Training Agenda & Volunteer Handbook | Sept. | Sign in sheets |
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# Staff Development

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, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents/families, and in how to implement and coordinate parent/family programs, and build ties between parents/families and schools {ESEA Section 1116}.

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| **#** | **Building Capacity Activity for Staff** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | CORE LMS Training | Site Trained Teachers | Increase student’s proficiency levels | ongoing | Surveys |
| 2 | Resiliency Training | Jeff Jordan | Increase student’s proficiency levels | ongoing | Surveys |
| 3 | ELA, Math, Science Training | Subject Reps | Increase student’s proficiency levels | ongoing | Surveys |
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# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children {ESEA Section 1116}.

The school will request for Title I Office to provide parent training if needed.

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# Communication

Describe how the school will provide parents of participating children the following:

* Timely information about the Title I programs;
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to obtain;
* 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 children and
* If the school wide program plan is not satisfactory to the parents of participating children, the school will submit the parents’ comments with the plan that will be made available to the local education agency {ESEA Section 1116}.

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| Timely information will be sent home by bookbag, posted on the school website, and monthly newsletters. By the end of November, classroom teachers for students in grades K-5 will have completed the initial parent/teacher conference. During the parent/teacher conference, academic progress with suggestions to help students at home and school will be shared. Parents can schedule teacher conferences as needed throughout the school year. As other activities become available throughout the year, parents will be invited. Parents will be notified by monthly newsletter, website, school marquee, teacher’s written communication and/or phone calls using school messenger. |

# Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable, uniform format and in a language that parents/families can understand.

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| When developing parent documents, attention is given to the literacy level of parents in the community. When parents are speakers of other languages, the Title I office is contacted for interpreters or document translations. Parent complete the Home Language Survey when they register a child for school. When parents are speakers of another language, the Title I office is contacted to secure interpreter(s) or for document translation. |

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# Discretionary Activities

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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| **#** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
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# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are disabled, have limited English proficiency, and parents/families of migratory children) {ESEA Section 1116].

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| **#** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parent work schedules | Continue to offer parental involvement activities and/or conferences at various times |
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# Assurances about the Parent and Family Engagement Plan

I, Catrena Fieg , 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

* Describe how the school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent;
* Plan was jointly developed/revised with parents and distributed to our families and the local community;
* Involve parents and families in the planning, review, and improvement of the school wide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to review, if necessary, the school’s parent and family engagement plan;
* Provide to each parent an individual student report about the performance of their child on the state assessment {ESEA Section 1116};
* 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 out of field;
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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| Signature of Principal or Designee  Catrena Fieg | Date Signed (2018/19)  7/9/2018 |
| (typed signature denotes approval of PFEP) |  |