



2018-2019 Title I Parent and Family Engagement Plan

Doris Sanders Learning Center



General introduction of school's vision for parent and family engagement.

All students will experience success in attaining educational goals, exhibit universally acceptable social behavior, communicate effectively, participate in community experiences and become productive members of society.

All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.

Principal: Debra S. Peavey Date: 4/13/2018

Involvement of Parents	
If the school wide program plan under Section 1116 (b) (1) 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(b) (4).	
Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting.	
<i>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</i>	Meetings were held in the spring and a survey sent home asking parents for input into the use of funds and how we can best help their student. During workshops, IEP meetings and any other chance we get we discuss Title I money and the role parent involvement plays in the student academic career and try to devise ways to make it effective.
<i>How do you use the information from reviewing the plan to design strategies for more effective engagement?</i>	We use the information to make sure we meet the needs of the parents, pull materials and speakers that will help to satisfy their needs and in return strengthen the school/parent bond.
<i>How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?</i>	Through our SAC Committee, Annual Parent Night and short survey we will see if they have suggestions or can rank a few items in how important they would be to them.
<i>What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)</i>	Polk County Schools Title I program requires that all Title I schools hold a parent meeting to develop or write/revise their "Parent and Family Engagement Policy". Schools are required to provide evidence that documents; how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title I Program Coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring.
<i>How will this plan assist in providing high quality instruction for all learners?</i>	If we strengthen the parent/school relationship and truly involve the parent in providing what is best for the child then the academic benefits should shine bright above everything.
<i>How will the school share comments received from parents/families?</i>	All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDOE and the District. When, feasible parent suggestions are incorporated into the plan.
<i>How will this plan be made available to the community?</i>	This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title I parent informational notebook that is located in our front office.

Annual Parent Meeting

The school will 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), school choice, the rights of parents and timely information about the Title I programs **Section 1116(c)(1)**

Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout) Schools are required to conduct a parent evaluation of the meeting to gather input. Evidence that schools comply is documented with; notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations.	
Date and time you will hold your meeting?	September 18, 2018 8:30 AM – 9:30 AM or 1:30 PM – 2:30 PM or 5:30 PM – 7:00 PM
Notification and Invitation: <ul style="list-style-type: none"> How will you inform and invite parents/families in a timely way about the Annual Meeting. 	Inform parents at Orientation of upcoming dates, send flyers home with students, write in agenda planners, email those who have access
Information: Please describe how your meeting will cover information about: <ul style="list-style-type: none"> the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (the qualifications of their child's teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field. 	<p>The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child's teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.</p> <p>Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum.</p> <p>Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.</p>
Barriers: <ul style="list-style-type: none"> What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation 	We will offer childcare for the evening meeting, provide snacks for the day meeting and supper for the evening meeting, and we will have a translator available for parents/families who need this service.
Evaluations: <ul style="list-style-type: none"> How will you get feedback from parents about the meeting? 	An evaluation will be given to the parents for them to fill out and leave on the table
Parents who do not attend? <ul style="list-style-type: none"> How will you get the information home to parents who do not attend the meeting? 	We will send home an informative packet to the parents who do not attend and also offer them the opportunity to come in a meet face-to-face or call and talk to us about what Title I does for their child.

Flexible Parent Meetings:

The school provides trainings, meetings and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)**

Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?	We offer various times during the day and always give the parent the opportunity to come in at any time it is convenient for them. With special needs children it is hard for them to attend so we try to make it in the morning as they bring their child to school or before they pick them up in the afternoon.
Describe what childcare, home visits and/or transportation services are provided by your school.	We provide childcare for meetings held here at school.

Building Capacity of Parents

School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e) (1-3)]. School will provide materials and training to help parents work with their child to improve their child's academic achievement. [Section 1116(e) (2)].

Explain how parents 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 or proficiency and how to monitor their child's progress.

Title Topic	<u>Impact on Student Achievement</u>	<u>Materials</u>	<u>Tentative Date/Time</u> Is it flexible?	<u>Transportation</u>	<u>Refreshments</u>	<u>Childcare</u>	<u>Translation</u>
Literacy 1116 (e)/Curriculum /Florida Standards	Curriculum instruction and expectations of the students' academic career	Handouts, Powerpoint	October 23, 2018		x		x
State Tests & Achievement Levels What is Title I/Annual Parent Night	Curriculum Instruction/Access Points	Handouts, samples, powerpoint	September 18, 2018		x		x
					x		x
Technology/Communication/Parent Portal	Communication skills, home/school communication and technology	Paper, laminating, PEC materials, websites, apps	February 16, 2019		x		x
Parent Engagement – inform parents of available resources to assist them with planning students future	Agencies – Available Resources	Pamphlets/websites, resources, handouts,	March 7, 2019		x		x
How do you assess the needs of parents? Do you survey parents to ask what type of events or workshops you have at your school?	We assess the needs through daily contact, agenda planners, and surveys. We do send out a survey at the end of the year asking for suggestions and/or indicating which topics (that we have put down) they would be interested in.						
How do you evaluate effectiveness?	Parent questionnaire results						
Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home? Give examples.	We offer parent workshops 3 times a year on various topics. We allow the parents to make items they can use at home and that we can coordinate for the benefit of the student. Examples (Pecs materials, visual daily schedule, games to reinforce academic skills)						

Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?

We work with Harrison Performing Arts students to participate in MayFaire By the Lake, Santa Fe Catholic School with Special Olympics, Texas Cattle Company to provide gifts to students at Christmas, school is a member of Lakeland Chamber of Commerce.

- The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply; Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.

Building Capacity of Staff (Trainings)

The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school [Section 1116(e) (3)].

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

- *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 do this.

<u>Topic -Title</u>	<u>Purpose?</u> How does this help staff build school/parent relationships?	<u>Implementation format:</u> (Workshop, book study, etc.) <u>Presenter?</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Parent/teacher communication	To learn how to support the parent and provide them with educational information that will be beneficial to them and their child	workshops	Primarily teachers but will also provide guidance to the paras (38 of them) as they play a vital role in the students education.	Bi-Monthly at Collaborative Planning Meetings for teachers (8/21, 9/5, 9/19, 10/3, 10/17, 10/31, 11/8, 11/29, 12/12, 1/9, 1/23, 2/6, 2/20, 3/6, 3/20, 4/3, 4/17, 5/1, 5/15) Early Release Days for Paras (Sept. 12, 2018)
Parent/teacher conferences	To learn to relate/talk/assist/guide parents in learning the educational programs and support we offer for the student	Conferences	Teachers/administration/guidance/p arents	August 13, 2018 – May 30, 2019

Communication

The school will provide parents of participating children; 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)];	
How do you 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 teacher who is out of field?	Schools are required to 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 teacher who is out of field. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant.
How do you 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?	Parents are notified at Orientation and via the website
<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>	We hold workshops throughout the year on topics of interest, through our website, student agenda planners, Annual Parent Night, parent/teacher conferences
<i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i>	Test results are sent home when we receive them from the state (usually the last day of school)
<i>How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?</i>	Each Title I elementary school is required to hold at least one face to face conference with each student's parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing.

Coordination and Integration:

The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, 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(e) (4)].

Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:

○ Homeless	The Hearth program, funded through Title X, provides for support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
○ Migrant	Contact the district office and then relay information to parents on what is available to the student/family
○ Preschool	Contact the district office and then relay information to parents on what is available to the student/family
○ ESOL	Contact the district office and then relay information to parents on what is available to the student/family
○ SAC School Advisory	Parents vote for parents to represent them on our SAC Committee to oversee the SIP and to be involved and knowledgeable about happenings at our school. Meetings are held 5 times throughout the year and members are kept abreast of SIP Implementation, budget, Title I spending and discuss the use of funds, voting on how they are to be spent.
○ PTO/PTA	Information is made available at Orientation and sent home about PTO and the meetings. It describes what the purpose is, how they can join and what it does for the students and staff of DSLC. The PTO President contacts the parents through surveys, face-to-face meetings, and phone calls to schedule meeting so they can discuss fundraising and how they can best help the school and staff.
○ Community Agencies	Due to the uniqueness of our students and all of their needs, our guidance counselor is in charge of knowing student needs and assisting families with available resources as needed. We discuss at IEP meetings things that are available, have tried to provide parent support groups so they can talk amongst themselves on services that they have found helpful, use the Social Worker when necessary to provide guidance for families that are in need and have a parent workshop each spring to bring in various agencies and provide parents with information they can use.
○ Booster Clubs	Not applicable
○ Business Partners	We work with the community and belong to the Lakeland Chamber to build relationships with business who will serve our students in various capacities. From playing Santa, to serving pizza before prom, to dancing with them at school dances, to teaching them a skit to perform at Mayfaire by the Lake, we work to provide all the access to the community we can for our students.

Accessibility

The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators.
Sec 1116(e)(5) and 1116(f)

<p>What opportunities do parents have to participate in their child (rens) education? Volunteer? Section 1116 (d) (c) Mentor?</p>	<p>Parents are welcome to sign up to be a volunteer and are welcome at all school functions, parties, one parent does music with 4 classrooms every week, etc. that go on during the school day. Parents who are not able to make it to the school also help out with paperwork, making class sets of papers, etc.</p>
<p>What forms of communication do you provide parents, in an understandable and uniform format related to;</p> <ul style="list-style-type: none"> • school and parent programs • meetings • school reports • and other activities 	<p>We utilize a student agenda planner that goes back and forth with the student daily and provides the parent with a synopsis of their child's day. We also do face to face conferences, send home notes, make phone calls, send letters/postcards through the USPS, advertise on our marquee, update our web page and send emails to those who have that connection.</p>
<p>What barriers hinder participation by parents in parental involvement activities? 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)</p>	<p>Having a special needs child makes it hard for some parents to come to the school, having other children who require their attention also, working – hard to get off their jobs to come in, transportation for some is difficult also</p>
<p>How does your school provide information to parent's in their native language? What languages do you provide? Section 1116 (e) (5) Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</p>	<p>We translate documents into Spanish for the few students we have that need that service and we have translators available for workshops, conferences, IEP's and our Annual Title I parent night. Our parents also pair themselves up with other parents who speak their language which helps them to get to know other parents and also know what is going on. We make sure the parents know they have someone who can translate and we do the same when they call by phone.</p>
<p>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</p> <ul style="list-style-type: none"> • Title I Parent/Family Resource Centers • Books Bridge Buses • Parent University • Other 	<p>We are consistently trying to find ways we can be of service to our parents. We have developed a check out system of items the student would be able to use at home with other siblings and/or parents. We pass along information about events at the Parent University and the Family Resource Centers that might benefit them and provide them with needed resources.</p>