**BLIND ELEMENTARY/MIDDLE “PARENT & FAMILY ENGAGEMENT PLAN”**

**Principal—Carol Bogue**

**Assistant Principal—Jim Della Penna**

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) and then as the Every Student Succeeds Act (ESSA). This parent and family engagement 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 Blind Elementary Families:**

Research confirms that 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 also throughout life. Parents/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 Blind Elementary School welcomes and encourages parental support and involvement in efforts to improve our academic program.

***Do you have any comments or suggestions on the parent mission statement?***

**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 monies be set aside and resources for parent activities will be used.*

**Response:** The Title I Coordinator, in conjunction with the Principal and Assistant principal of each Title I school, assembles the “Title I Parent Advisory Team” each August prior to the start of the school year. These representatives—three from each Title I school—meet regularly in order to develop, review/revise, and evaluate all Title I plans & programming. (All parents are welcome, but the TIPAT team ensures some attendance.) This Title I parent team meets at least quarterly 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. The set aside planning allows for revisions—upon parent request—before the Title I grant is written in June.

The school will use technology, when needed, to ensure parent communication is available. Parents will be notified via posted school calendars of non-school dates during the school year to facilitate the planning of family events. Examples of such communication might include FSDB website, Skype, Facetime, or other video streaming methods that are available.

A Parent/Teacher Organization (PTO) interest survey will be disbursed in the 2018-2019 school year that may result in the creation of a BEMS PTO. Activities and school events that are announced and reported on the FSDB Facebook pages are updated frequently to keep parents involved and informed. A strengthening of the already in existence Parents Being Supportive (PBS) will also be an initiative.

***Do you have any suggestions on this section?***

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.*

**Response:** Teachers in Blind Elementary School are encouraged to send home a weekly newsletter, which often includes tips on how to extend learning of particular concepts/skills in the home setting. Additionally, 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 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. Teachers will offer parents an opportunity to conference about their class how students’ are performing each semester. Adding another “Open House”, after the school year has begun, will be entertained.

***Do you have any suggestions for home activities that you would like to see funded by TIPA?***

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 assistance), and the rights of parents. Include the timeline and persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.*

**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 by the beginning of 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.

Each year, the state of Florida publishes School Public Accountability Reports, called SPAR, 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 2017/2018 SPAR is the most current report provided by the state of Florida and is currently available on the FDOE website. [**http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1415/main1415.cfm**](http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1415/main1415.cfm)**.**

The effectiveness of these activities is determined by parent feedback during the Title I parent team (TIPAT) meetings. Regarding the Preschool programs—students served at FSDB have significant hearing or vision deficits and are typically not served by preschool programs of this nature. However, outreach efforts in the form of home educational visits do transpire through the campus Parent Services Department.

***Do you have any comments or suggestions for this section?***

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*.

**Response:** During the first parent meeting of the school year, the meeting Chair (Title I Assistant Coordinator) checks with parents to verify the best times/days to conduct meetings. Due to the nature of FSDB’s program, Fridays have proven convenient for parents to attend meetings, as they are able to pick up their students and take them home for the weekend. Additionally, the Title I grant provides travel expenses reimbursement for parent 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.

***Do you have any comments or suggestions for this section?***

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.*

**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 at FSDB. 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.

***Do you have any ideas to “build parent capacity” that you would like to see at our school?***

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, and 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 learning opportunities that include PBS trainings and student celebratory events, as well as workshops that emphasize PBS standards**.**

***Do you have any feedback for this section?***

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.*

**Response:** FSDB’s Parent Services Department acts as an excellent resource center for all FSDB parents. There is a Parent Services 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 Parent Services at [parentservices@fsdb.k12.fl.us](mailto:parentservices@fsdb.k12.fl.us) or by calling 800-344-3732.

***Do you have any feedback on how you would like to participate in your child’s education?***

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 Blind Elementary School Assistant Principal will meet with parents during Registration to inform parents as to what will be involved with assessments and curriculum. During this meeting the curriculum will be reviewed and proficiency levels that students are expected to attain will be discussed. Teachers will also provide that information within their weekly correspondence and websites. The school also has an assessment calendar to provide staff and interested parents the dates when the students will be assessed throughout the year. Teachers design rubrics to assist parents (and students) understanding of how their child is assessed. Skyward is available for parents to periodically check their child’s missing assignments and current grades. Teachers will share grade level standards with parents during parent conferences and may opt to do this in other correspondences with parents.

***Do you have any suggestions for this section?***

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**.** Close captioning, sign language, and Spanish interpreting is also provided for parent meetings broadcast live on the web.

***Do you have any comments or suggestions for this section?***