**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title I, Part A Parent & Family Engagement Plan (PFEP).**

I, \_\_Cassie Chandler\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 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

* The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition:
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community;
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement plan;
* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
* 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 not highly qualified; and

* 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** | Date Signed |

# Mission Statement

Parent & Family Engagement Mission Statement (Optional)

 **Through collaboration between Volusia County Schools, Halifax Health and Department of Children and Families, our students will improve their functioning in relation to family, community, educational environments and residential environments.**

# Involvement of Parents

Describe how the school will involve parents 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 parent and family engagement will be used.

**Upon admission to the Day Treatment Program, families are provided with a schedule of bi-monthly treatment team appointments. Educational progress in class is shared with the physician and parent at each treatment team meeting. Parents are also provided with a suggested date and time for each student’s Individual Education Plan meeting. At this time, student success in Reading, Math and Science are discussed. At annual meetings/Open House, parents are surveyed as how to allocate funds for parent involvement.**

# Coordination and Integration

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, 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.

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| **count** | **Program** | **Coordination** |
| 1 | HBS | Student/Family therapeutic counseling |
| 2 | HBS | Treatment team meetings involving school, physician, therapist and case managers  |
| 3 | HBS | Parenting groups  |
| 4 | HBS | Supplemental tutoring after school. Supplemental materials and supplies needed to close the achievement gap  |

# Annual Parent Meeting

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), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Open House/Annual Meeting | Cassie Chandler | 9/24/2018 | Parent sign-in sheets, Title 1 handouts, Annual Title 1 parent surveys  |
| 2 | Send home flyer announcing Title 1 meeting/Open House, post announcement at parent pickup  | Cassie Chandler | 9/10/2018 | Parent sign in sheets, Title 1 handouts, Annual Title 1 parent surveys  |
| 3 | Present agenda, handouts, PowerPoint presentation  | CassieChandler | 9/24/2018 | Parent sign in sheets, Title 1 handouts, Annual Title 1 parent surverys  |

# 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 parent and family engagement.

**School-based meetings are scheduled in advance. Parent can request an alternate date and time. Teachers are encouraged to work with parents as much as possible within the school day. In addition, teachers communicate daily through home notes for each student. Parents return home notes daily including parent comments. Treatment team meetings with parents after school hours are scheduled by Halifax Behavioral Services.**

# Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | After School Tutoring | Tutors | Improved course mastery rates in Language Arts, Math and Science. Improved standardized test scores | 2019 school year | Improved course mastery rates in Language Arts, Math and Science. Improved standardized test scores |
| 2 | Targeted Group Instruction | Classroom teachers | Increased assignment completion with mastery | 2019 school year | Increased mastery demonstrated through student grades each quarter  |
| 3 | Classroom newsletters | Classroom teachers | Increased communication between school and parents | 2019 school year | Increased parent awareness of school-based activities |

# Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent and family engagement programs, and build ties between parents and schools.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Edgenuity training | VOL staff | Access to curriculum for secondary students | 2019 school year | Student tests and assignments, mastery level of student work |
| 2 | K12 training | VOL staff | Access to curriculum for elementary students | 2019 school year | Student tests and assignments, mastery level of student work |
| 3 | Day Treatment Staff Meetings  | VCS/HBS staff | Collaboration between therapeutic and educational services will support student achievement across settings  | 2019 school year | Quarterly review of student grades for students enrolled in DTP for 10 + days in grading quarter, student % of behavior points earned in class |
| 4 | Early Release Professional Development Activities  | VCS Staff | Targeted activities including strategies for maximizing student achievement for students with acute illnesses  | 2019 school year | Review of Instructor learning cycles  |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more fully participating in the education of their children.

Parents are involved with family therapy sessions that target functional relationships between parent and children. Parents are encouraged to participate in school activities such as IEP meetings, school Open House and parent teacher conferences. Therapy sessions are scheduled weekly during the student’s treatment period. Parent surveys are completed upon discharge from the program evaluating program effectiveness.

  **Communication**

Describe how the school will provide parents and families 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 proficiency levels students are expected to meet;
* 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; and
* If the schoolwide program plan 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.

**Daily communication is sent home to parent for each student. Classroom newsletters are sent home either weekly or bi-monthly from each classroom. Parent is able to request meetings at any time. Parent sign attendance sheets at annual open house indicating they were present to receive Title 1 information. Title 1 information is posted on Halifax Behavioral web page.**

 **Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Interpreter for limited English-speaking parents on site**

**Spanish language Title 1 flyers are available**

**Halifax Behavioral Services therapists share information with parents regarding suggested parenting groups**

**Halifax Behavioral Services provides child-care during groups**

**Parent communication is requested from Title 1 information tab on Halifax Behavioral webpage**

**Special-needs parents receive accommodations through building accessibility and interpreting services**

 **Discretionary Activities**

Discretionary School Level parent and family engagement plan Components Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

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| --- | --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |  |
| 1 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times  | Flexible scheduling of school meetings  | Classroom teachers  | Improved student participation in school activities  | 2019 school year |  |
| 2 | Developing appropriate roles for community-based organizations and businesses in parental involvement activities  | Halifax Behavioral Services will schedule family meetings to improve parent/child communication  | Halifax Behavioral Services  | Improved student participation in school activities  | 2019 school year |  |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan.

# Upload Parent-School Compact

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

# Upload Evidence of Parent and family engagement in Development of Parent-School Compact

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

## Evaluation of the previous year's Parental & Family Engagement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I Annual Meeting.

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Weekly reading and math progress reports  | 36 | 150 | Increase reading and math progress  |
| 2 | IEP Meetings | 150 | 150 | Improve reading and math skills  |
| 3 | Treatment team meetings  | 112 | 150 | Involve parent and medical team in improved academic skills  |
| 4 | Title 1 annual meetings  | 2 | 50 | Improve reading and math awareness  |

# Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Canvas Professional Development | 3 | 15 | Provide directions for online reading and math programs  |
| 2 | Teacher conferences  | 22 | 11 | Improved parent communication, increased student attendance in courses and work completion |

# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the 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).

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Deficit of parenting skills | Parenting classes through Halifax Behavioral Services  |
| 2 | Work schedules of parents  | Flexible appointment times, telephone conferences  |
| 3 | Parents unable to attend annual meeting  | Copies of handouts sent home with students  |

# Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| --- | --- | --- |
| count | Content/Purpose | Description of the Activity |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.