**Avon Elementary School - Parent and Family Engagement Plan (PFEP) 2018-2019**

I, Carla Ball, 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 parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
* 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1116(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
* 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 [Section 1111(h)(6)(B)(i)];
* 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 within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; 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 [Section 1112(e)1)(A).

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**Parent and Family Engagement Statement**

**Engagement 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 parental involvement will be used [Sections 1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:**

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| Avon Elementary School seeks input from a variety of resources, including parents, as we make preparations in the spring and summer for the next school year. This is done through parent meetings (both formal and informal). Documentation of evidence can be found in the parent surveys sent out each Spring. Parents are given the opportunity to review, discuss and make corrections, and then vote on the Parent Involvement Plan and the Home/School Compact. The parents also participate and give input in a review of Title I funds available to the school.  The parents are involved in the following ways: 1) Input is given for consideration for the new (2018-19) school year. 2) SAC meeting was held on to review the data and to go over the Title I plan and approve the budget for the current school year. The Home School compact was discussed and approved also. 3) Meetings are held in conjunction with the School Advisory Council (SAC) meetings 5 times during the school year. 4) The Annual Title I meeting is held in September to review data and go over the Title I plan and budget for the current year. The Title I notebook with minutes of each meeting is available in the school office.  At each meeting a review of current school data is shared and updates are given. Any questions or concerns are addressed as well. Parents are encouraged and invited to all Title 1 and SAC meetings. All parents are notified of SAC committee meeting dates and the purpose of the SAC committee. The principal then calls parents to inquire if they would be willing to sit on our SAC committee. Guidelines for the makeup of the SAC committee are adhered to in the selection process according to our school student demographics. It is important that each demographic is represented appropriately. Once the demographics have been met and a list of potential members is made, the team is voted on at the first SAC meeting. Minutes of each meeting are available in the school office.    The school will notify parents on the first day of school through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.  The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This notification will be a "Four Week Letter" to the parents.    The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments.  The score report will be available to be picked up in the school front office when they are received from the state. |

**Coordination and Integration**

Describe how 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(a)(2)(D) and 1116(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | District School Advisory Council | This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Family Engagement Plans, and other items of concern. |
| 2 | District Parent Advisory for Advanced Academics | This Parent Advisory Council is actively involved in the support and increasing the advanced academic program. |
| 3 | IDEA | Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP. |
| 4 | Exceptional Students Education | This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies. |
| 5 | Title I Part A | Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent family engagement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district. |
| 6 | Title I Part C, Migrant | Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program. |
| 7 | Migrant Parent Advisory | The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs. |
| 8 | Title II | Provides for teachers and administrators professional development and supports all teachers to be state certified. |
| 9 | Title III | Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education. |
| 10 | ELL | The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities. |
| 11 | Title IV | Supports activities to assist students, teachers, staff, and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology |
| 12 | Title V | Supports students by giving opportunities to them for on-line courses through the Highlands Virtual School |
| 13 | Title IX-Homeless & Title 1, Part A-Homeless | Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title IX also funds a homeless advocate for homeless students. |
| 14 | Supplemental Academic Instruction (SAI) | Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers. |
| 15 | VPK | These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector. |
| 16 | Adult Education | Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available. |
| 17 | Nutrition Programs | LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations. |

**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 (school-wide or targeted assistance),  opportunities for students, School grades, Student Achievements, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Advertise Title I Annual Meeting | Susy Vegas | September 2018 | Meeting Sign In Sheet |
| 2 | Meeting Agenda/Plan | Carla Ball  Ashley Culverhouse | September 2018 | Agenda |
| 3 | Annual Title I Meetings- sharing about the Title 1 schoolwide program: student achievement, rights of parents, and opportunities to participate | Carla Ball  Ashley Culverhouse | September 2018 and May 2019 | Agenda/Sign In Sheet/Minutes/ PowerPoint Presentation |
| 4 | Planning | Carla Ball  Ashley Culverhouse | May 2019 | Title 1 Budget |

**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 involvement [Section 1116(c)(2)].

**Response:**

Avon Elementary uses a variety of ways/resources to encourage parents to attend school wide meetings, functions and conferences.

Each year we begin with a Back To School Orientation evening. This event allows parents to meet teachers, become acquainted with the school facility, enroll in our after school daycare, complete a hard copy or an online application for free and reduced lunch, find out bus stops and schedules, visit the PTO and volunteer booth, and have help in completing any needed paperwork that is required for enrollment including having specified paperwork notarized if required. Translators are available to assist as needed.

A parent conference evening is held at the end of the 1st nine weeks and the 3rd nine weeks. Parents must attend in order to pick up their child's report card. If pre-scheduled and requested, meetings are scheduled in the morning before school, after school and in the evenings to allow flexible times for parents to attend. Translators are available to assist as needed during these conferences.  Also, the social worker and migrant recruiter, assigned to the school, visit the homes when requested.

At the first SAC meeting of each school year, dates and times of meetings are reviewed, feedback is given, and any needed changes are made based on parent input.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e)]. 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 [Section 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1116(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Back To School Orientation | Carla Ball | Provide information to parents and establish a teacher-parent relationship. | August 7, 2018 | Sign In Sheets In Each Class |
| 2 | Grade Level Curriculum Nights | Grade Level Teams | Provides parents with information and activities for working with students at home. Teachers also address state standards and expectations. | August  September, October and November 2018 | Parent Sign In Sheets |
| 3 | PTO and SAC Meetings | Tenille Borden, Ashley Culverhouse | Share opportunities and ways that parents can become active in events and decisions being made at the school. | Ongoing for school year 2018-19 | Agenda and Sign In Sheets |
| 4 | Automated Phone System | Carla Ball, Ashley Culverhouse, and Beverley Peavy | Notify parents of absences and tardies as well as special events the school is having. | Ongoing throughout the school year 2018-19 | Increase in daily attendance as well as at school functions. |
| 5 | Monthly School Newsletters, Class Newsletters, School Web Site, Individual Teacher Web Pages | Susy Vegas, Classroom Teachers | Increase the parental level of involvement and participation in school events that support their child. | 2018-19 School Year | Hard Copies Of Newsletters On File |
| 6 | MTSS meeting participation-weekly | Martie Brooker, Cindy Murphy, Erin Welch, Onassis Julien | Involve parent in making a plan to meet academic/behavior concerns | 2018-19 As Needed | RtI Meeting Agendas, Notes and Sign In Sheets |
| 7 | Grade Level Specific Meetings | Grade Level Teachers | The state's academic content standards and student academic achievement standards, state and local assessments including alternative assessments are reviewed. At grade level parent events, teachers review academic expectations for that grade level. Third, fourth, and fifth grades include FSSA/FSA as part of their reviews. | 2018-19 School Year,  Weekly | Grade Level Minutes and Notes |
| 8 | Leader in Me Leadership Night | Lighthouse Team | Community will be invited to a school-wide event led by student leaders. Community members will visit classrooms and learn about the 8 Habits of Highly Effective People. | May 2019 | Sign In Sheets/Community Feedback |
| 9 | AVID Parent Meetings | 2nd - 5th  grade teams | Parents will be equipped with information to help their child be more college/career ready. | September 2018  January 2019 | Sign in Sheets |
| 10 | Volunteer Coffee Club | Susy Vegas | Parents meet each Thursday morning to do "hands on" work in helping teachers prepare activities for students in the classrooms. | Weekly (Every Thursday) | Check in sheets |
| 11 | Parent-Teacher Conferences | Classroom Teachers | The communication between the teacher, students, and parents will lead to more support and increased academics. | First and Third Nine Weeks | Sign in Sheets |

**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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Leader in Me Lighthouse Team Training | Betsy Wierda and Emily Fox | Lead and support the development of leadership in our school in both students, staff and increase parent involvement. | 2018-19 School Years | Discipline Attendance, and Academic Data/Staff sign in sheets |
| 2 | Avid Training/Cultural/Socioeconomic Training | Carla Ball and Ashley Culverhouse | Teachers will learn WICOR strategies and ways that AVID can help prepare students and their families to support college readiness. Teachers will also learn how to develop strategies to best reach students that come from different cultures/social environments. | Monthly | Lesson plans, parent surveys, student surveys |
| 3 | Curriculum Leadership Meeting in July, 2018 | Carla Ball | Review school wide data and develop strategies for academic improvement. | This began in the summer and will continue throughout the school year. | FSSA, FSA, Performance Matters, SAT 10, i-Ready, and Promotion Retention Rate at the end of this school year |
| 4 | i-Ready Training | District Staff/Consultant/Cindy Murphy | Instruct teachers on i-Ready software for reading and math. This training will also share how this program can be used at home with parent support. | August 2018 | Reports, diagnostics, and data |
| 5 | Remind Training | Classroom Teachers | Train teachers to be able to better communicate classroom needs with parents and families via the Remind App. | August 2018 | Remind Reports |
| 6 | Faculty meetings | Administration | Remind and train teachers to coordinate with parents and value contributions of parents and families in working together for student achievement | ongoing | Agendas |

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1116 (e)(4)].

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| **Response:**  A curriculum resource room contains materials available to parents providing them with additional materials and resources to work with students at home. This room will be open throughout the year, and a parent sign in sheet will be housed in the room to record parent involvement in the resource room.  The curriculum resource teacher is available to work with parents to help them understand the content, purpose, and directions for these materials. These resources can be made available to parents through contact with the school reading coach. |

**Communication**

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(c)(4)(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)]; and
* If the school-wide program plan under Section 1114 (b)(2) 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(c)(5)].

**Response:**

The school publicizes and sends home written notification (English and Spanish) of all Title I, PTO, SAC, Parent Nights, Report Card Conference Times, Statewide Assessment Calendars, 504, and IEP meetings. These meetings are scheduled for individual students, and parents are invited to meetings involving their child, notification and signature on PMP's created for students below level academically and written notification of a possible retention.

Our parent notification timelines are the following: school-wide monthly newsletter and calendar in English and Spanish, ConnectEd call out in English and Spanish, use of school website, Facebook, Twitter, and school app, follow up reminders through backpack notices, individual notices sent one week prior to meeting and follow up phone calls as needed.

The principal and assistant principal will monitor the documentation of notices sent and staff members keep notes on personal contact with parents. A Title I notebook with agendas, minutes and sign in sheets is available to review in the front office.

The administration will work with the ELL para to monitor the numbers of various languages needed for communication. If percentages change significantly, another language will be added to communications.

The school will notify parents on the first day of school through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.  The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This notification will be a "Four Week Letter" to the parents.

The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments.  The score report will be available to be picked up in the school front office when they are received from the state.

During SAC meeting, the administration will encourage parents to give their input on the Parent Family Engagement Plan, School Improvement Plan, and School Home Compact.  Notification for meetings are sent home to encourage family engagement with school committees.

**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 LEA 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 (Section 1116 (e)(5) and 1116(f)).

**Response:**

The school provides written, electronic, and phone notification to parents in English and Spanish about school events and activities. Transportation to Title I and SAC meetings is provided if requested, as well as any needed accommodations for those with disabilities or translations for parents. The school will monitor the various home languages through the ELL para and registration papers to make sure that another language be provided when feasible. The Migrant staff may also contact migrant parents when needed.

**Evidence of Input from parents- must have evidence of parent/family input in the development of the plan- Send District Office a copy of Meeting Notes**

**Parent-School Compact-Send District Office a copy of your Compact**

Note: As a component of the school-level parental involvement policy/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 Section 1118(d)].

**Evaluation of the previous year's Parental Involvement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents and families to help their children academic achievement [Section 1116 (e)(1-2)]. 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 | Back to School Orientation | 1 | 500 | Provide information to parents and establish a teacher-parent relationship |
| 2 | Grade Level Curriculum Nights | 6 | 250 | Provided parents with information and activities for working with students at home. Teachers also addressed state standards and expectations. Kindergarten and Fifth grade teachers also offered transitional nights for entering Kindergarteners and future middle schoolers. |
| 3 | PTO and SAC Committee Meetings | 6 | 10 | Shared opportunities and ways that parents can become active in events and decisions being made at school. |
| 4 | Connect Ed Phone System | 10 | 500 | Used to notify parents of absences and tardies as well as special events or new school policies. |
| 5 | Monthly School Newsletters, Class Newsletters, School Website, Individual Teacher Web Pages | 10 | 500 | Created to increase the parent’s knowledge of events at our school. Through this communication we hoped to see an increased level of involvement and participation in school events. |
| 6 | MTSS Meeting Participation | Weekly | 5 | By identifying and targeting specific academic needs for identified students, student achievement will increase by addressing gaps in learning. |
| 7 | Grade Level Meetings | 10 | 37 | Teachers discussed the state's academic content standards and student academic achievement standards, state and local assessments including alternative assessments that are reviewed. At grade level parent events, teachers reviewed academic expectations for that grade level. Third, fourth, and fifth grade teachers included FSA information as part of their reviews. |
| 8 | Leader In Me Leadership Night | 1 | 150 | Students demonstrated leadership skills that drive higher student achievement. Families came together and learned about the 7 Habits of Highly Effective People. They were given tools on how to use these habits in their own homes. |
| 9 | AVID Parent Meetings | 2 | 100 | Parents are informed of academic requirements and provided with resources to support learning at home. |
| 10 | Volunteer Coffee Club | Weekly | 4 | Volunteers help with classroom tasks, which allows the teacher more time to focus on instructional priorities. |
| 11 | Parent- Teacher Conferences | 2 | 500 | The communication between the teacher, student, and parent will lead to awareness of academic progress and facilitate additional support that targets student needs. |

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff 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 [Section 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Leader In Me Lighthouse Team Training | 2 | 10 | Incorporating the 8 Habits of the Leader In Me program facilitates student growth and achievement through students’ self monitoring of individualized and school-wide Wildly Important Goals (WIGs). |
| 2 | AVID Training / Cultural / Socioeconomic Training | 9 | 37 | AVID training equipped teachers with research-based instructional strategies and resources to positively impact student achievement for all students, and promote college and career readiness. |
| 3 | Curriculum Leadership Team Meeting in July 2017 | 1 | 12 | We reviewed school wide data and developed strategies for academic improvement.  We also planned for the ways we would share this data with parents and families. |
| 4 | I-Ready Training | 1 | 37 | Teachers were shown how to analyze student performance and growth data for IReady utilizing the four quadrants.  This awareness enabled teachers to gain an understanding of current reality and target individual student needs to increase student achievement. |
| 5 | Remind Training | 1 | 37 | Discussed with staff the application REMIND. This app allows teachers to have direct communication with parents without giving out personal information. |

**Barriers**

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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) [Section 1116(a)(2)(D(i)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parents did not attend events. | Rather than planning family events solely in the evening, we will offer opportunities for parent involvement at a variety of times. |
| 2 | Language Barrier | Provide translators at all events and translate important materials that are sent home. |
| 3 | Student attendance and tardies | Schedule meetings with parents to help them see and understand the importance of being at school and on time daily. |
| 4 | On-Going communication with parents about students' academic needs. | At the beginning of the school year, school staff will work to develop a relationship with parents so that parents feel comfortable coming to school and meeting with school staff. |