**AMIKids Volusia Title I, Part A Parent & Family Engagement Plan (PFEP).**

I, Margaret Smith, 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)

Response: It is the Mission of AMIkids Volusia to provide a safe nurturing environment through education, behavior modification, and treatment; to create a community of empowered learners who will become caring, competent, and responsible citizens; and to educate at-risk youth for life-long learning with an uncompromising commitment to EXCELLENCE; thereby reducing juvenile crime.

# 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.

**Response:** AMIkids Volusia learns about students' cultures and builds positive relationships within a collaborative environment, through various modes of communication and participation with our AMI families. Examples of our parent and family engagement include: parent/student interviews, parent/student intake, monthly parent student Treatment Team (Parents are invited to participate in monthly treatment team meetings for their child. During the meeting they are informed of the education, behavior, and treatment progress/lack of progress that their child is making in the program. The parent is given an opportunity to provide feedback and insight during each meeting. Parent involvement is documented on the treatment team form.), IEP Meetings, team building activities, holiday dinners, surveys, and data sharing. AMIKids Volusia celebrates cultural differences whereby honoring culture days and creating positive relationships within our families.

# 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  | Title I, Part A  | Staff Development and parental involvement activities are provided via Title I funds.  |
| 2  | Title I  | Parental Activities and best practices will be discussed during the student intake process  |
| 3  | Section 504  | Supplemental resources provided through Title I will be discussed with parents during all 504 Plan meetings.  |
| 4  | ESE  | Supplemental resources provided through Title I will be discussed with parents during all IEP meetings  |

# 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  | Develop a date and time for the Annual Title I/ Open House Meeting  | Executive Director/Director of Education  | October 2018  | Date set on Program Calendar  |
| 2  | Review Title I Meeting Toolkit and Prepare Agenda for the Meeting  | Director of Education  | October 2018  | Completion of Agenda  |
| 3  | Advertise the Open House/Title I Annual Meeting  | ALL Staff/Teachers  | October 2018  | Flyers, RSVP's, Parent Input forms |
| 4  | Provide information on curriculum and class expectations  | Teachers  | October 2018  | Teacher Sign-In Sheet  |

# 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.

**Response:** Meetings will be scheduled after work hours or at a time requested by the parent. Staff will make every effort to accommodate the parent when a request is made for a different meeting time. Activities such as Open House will be scheduled in the evening so that more parents can attend.

# 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  | Individual Transition Meetings  | School Staff  | The provide information and a plan for each youth who is transitioning to another school/program/Alt. Ed site.  | August 2018-May 2019  | Transition Forms  |
| 2  | Monthly Treatment Team Meetings  | Local Care Counselor and Director of Education  | Parents are provided a monthly update on their child's progress in education, treatment, and behavior modification. Parents are able to provide feedback and input on how to improve working with their child.  | August 2018-May 2019  | Treatment Team Forms  |
| 3  | Parent/Student Open House/Annual Title I Meeting  | School Staff  | Provide valuable information to parents about expectations of their child for the upcoming school year.  | September 2018-October 2019  | Open House Sign-In Sheet, Title I Meeting Sign In and Parent Input forms  |
| 1  | Individual Transition Meetings  | School Staff  | The provide information and a plan for each youth who is transitioning to another school/program/Alt. Ed site.  | August 2018-May 2019  | Transition Forms  |

# 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  | Moodle Training on Our Students and Their Families  | Teachers/Administration  | Teachers/Administration gain insight into our students and the families we are working with. They learn how to effectively communicate and work with difficult families. Strategies to motivate students and families are introduced as well.  | All new teachers receive this training  | Completed training documents  |
| 2 | Book Study | Teachers/Administration | Teachers/Administration will read about best practices and learn useful strategies to implement with at-risk youth. | November 2018-August 2019 | Completed reading of materials, weekly PLC meetings, integration of strategies utilized in the classrooms |
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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 fully participating in the education of their children.

**Response:** Parents are able to request a meeting at any time with any member of our education department. Teachers are tasked with making calls during the week about youth who have excelled that week so that the parents are hearing positive news, when this isn't what they are used to hearing. Treatment team meetings, Annual Title I Meeting/Open House, Intakes, and IEP meetings are held throughout the year. Parents always have access to our education team during these meetings. Information on Title I is shared at Open House via brochures and a Power Point. As we are structure a bit differently we are limited to offering many activities.

  **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.

**Response:** Information about Title I programs will be provided through booklets, brochures and an informational Power Point shown at the Annual Title I Meeting. Curriculum and assessment information is shared during Open House, Treatment Team meetings, and IEP meetings. Assessment information is mailed home. Parents are able to provide feedback during treatment team meetings and parent/teacher meetings. They may also contact the school at any time to discuss educational concerns. Our Parent Liaison, also plays a big role in this area as he is in constant contact with the families.

 **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.

**Response:** Information about Title I is provided in booklets, brochures and an informational Power Point shown during the Annual Title I Meeting. The brochures and booklets are provided in English and Spanish. AMIkids Volusia also has a Spanish speaking staff member who is available to translate for our Spanish speaking families. She is available for IEP meetings, treatment team meetings and any other time requested even if it is for simple phone calls. Parents with special needs are accommodated and our building is handicap accessible.

 **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 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |

# Upload Evidence of Input from Parents

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

Please upload into SharePoint and keep copies for our records.

# 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.

Please upload into SharePoint and keep copies for your records.

# 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.

Please upload into SharePoint and keep copies for your records.

## 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 | Transition Meetings | 40 | 80 |

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| --- |
| Youth and parent participated in the transition meeting for each youth that left the program successfully. This meeting allowed for the parent to be involved in the education planning process for the youth's next placement.  |

 |
| 2 | Treatment Team Meetings | 290 | 290 | Parents and JPO's have participated via phone in several treatments team meetings over the past year. This allows the parent to be actively involved in their child's education and treatment.  |
| 3 | Open House  | 1 | 7 | Families were given an opportunity to learn about our program as well as Title I. They were able to meet the staff and teachers. After familiarizing themselves with the program parents were more likely to advocate for their children and be involved in their academics.  |

# 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 | Moodle and Skills-Pro Online Training  | 12  | 48  | The teachers and the Director of Education have completed online training each month in multiple areas that assist them in better working with our youth. Some of the training helps them communicate better with our parents as well as teach our youth in diverse ways.  |

# 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 | Transportation to and from meetings  | AMIkids Volusia staff has and will continue to meet parents at their home, conduct intakes at a convenient location, and assist in getting youth to appointments along with the parent when needed.  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

# 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.