**Legacy Scholars Academy**

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

I, Stephanie A. Workman, 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:** Through the collaboration between Volusia County Schools and the Florida United Methodist Children’s Home, our students will improve their functioning in relation to the 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.

**Response:** Upon admission to FUMCH, students are assigned house parents who serve as the parental unit while living here. Educational progress reports are sent home biweekly to the house parents and daily notes are sent as well. House parents also attend any IEP or other educational meeting that may need to be held for the student. At this time, student success in all academic areas are discussed. At the Annual Title I meetings, parents are surveyed as to how to allocate funds for parental 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 | Legacy | Counseling-student/parent/therapist |
| 2 | Legacy  | Houseparent/Therapist meetings |
| 3 | Title 1, Part A | Supplemental Tutoring afterschool. Supplemental materials and supplies needed to close the achievement gap. |
| 4 | Title 10 | Supplemental tutoring afterschool. Supplemental materials and supplies needed to close the achievement gap.Visitation from the VCS Homeless Social Worker |

# 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 | Schedule Annual Meeting (Part of SAC) | Stephanie Workman | Sept 2018 | Parent sign-in sheet, Title I Handouts, Annual Title I Survey, Agenda, Minutes |
| 2 | Email invitation | Stephanie Workman | Sept 2018 | Email |
| 3 | Present agenda, handouts, Power Point | Stephanie Workman | Sept 2018 | Parent sign-in sheet, Title I Handouts, Annual Title I Survey, Agenda, Minutes |

# 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:** School-based meetings are scheduled in advance. House parents can request meetings based on their schedule and teacher’s planning period. We also have weekly office hours for house parents as well. In addition, teachers can communicate through email with the house parents and on the daily points sheets.

# 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 | Math Night | Desiree Montagna | Increase parent knowledge to assist with math homework | 2019 School Year | Increase in student grades and test scores |
| 2 | Science Night | Leonore Chamberlain | Increase parent knowledge to assist with science homework | 2019 School Year | Increase in student grades and test scores. |

# 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 | Home Note Training | Stephanie Workman | How to accurately complete the sheet daily  | August 2018 | Clear, concise communication from LSA staff to home and vice versa |

# 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:** House parents are involved with daily schedule of students, including therapies, that target functional relationships between parent and child. House parents are encouraged to participate in school activities such as IEP meetings, school functions, and requesting parent-teacher conferences.

  **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:** Title I informational flyers are sent to each cottage. Daily communication is sent home to the house parents on the daily point sheets. House parents can request meetings at any time with the administration or teaching staff. Parents sign in sheet at Annual Title I meetings indicating they were present.

 **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:** Interpreter for limited English-speaking parent is on site. FUMCH Education Director shares information with house parents regarding parent activities. FUMCH is a handicapped accessible facility.

 **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:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |  |
| 1 | Maximize parental involvement and participation in their child’s education by arranging school meetings at a variety of times or conducting in cottage conferences between VCS staff and house parents. | Flexible scheduling of school meetings | Classroom teachers | Improve student participation in school activities  | 2019 school year |  |
| 2 | Develop appropriate roles for community-based organizations and businesses, including faith- based organizations, in parental involvement activities | FUMCH will schedule family meetings to improve parent/child communication | FUMCH | Improve 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.

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 | Open house | 1 | 56 | Parents were given knowledge about the school year and expectations for students. This helped everyone be on the same page. |
| 2 | Title I Annual Meeting | 1 | 6 | Parents were given knowledge about the school year and expectations for students. This helped everyone be on the same page |

# 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 | Weekly Staff Meetings | 28 | 17 | This time was used to discuss students and what needed to be done to help the student achieve. House parents were contacted as needed.  |
| 2 |  |  |  |  |

# 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 | House parents Time | We will try to adjust the times available for meetings and offer office hours for house parents this year.  |
| 2 |  |  |

# 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.