**DEAF MIDDLE SCHOOL “PARENT & FAMILY ENGAGEMENT PLAN (PFEP)**

Principal—Angela Saunders

Assistant Principal—Karen Newton

In support of strengthening student academic achievement, each school that receives Title I funds must jointly develop a Parent and Family Engagement Plan (PFEP) 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). This parent involvement 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. These school-level plans will be incorporated into the Title I/School Improvement Plan as required in Sections 1114 (b)(2) of the ESEA.

Parent and Family Engagement Mission Statement for Deaf Middle School 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 Deaf Middle School welcomes and encourages parental support and involvement in efforts to improve our academic program. We encourage parents to model positive support for learning by communicating with your child and providing opportunities to have learning experiences in the home as well as the school.

Parent and Family Engagement 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 set aside for parent activities will be used as per Section 1118(a)(3), 1114(b)(2), and 1118(a)(2)(B) ESEA.*

**Response:** The Title I Grant Coordinator, in conjunction with the Principal and Assistant Principal of each Title I school, assembles the “Title I Parent Advisory Team” (TIPAT) each August prior to the start of the school year. TIPAT dates will be provided to families as soon as they are known. Invites will be sent to families prior to meeting dates. While all parents of students in Title I schools are welcome, the representatives commit to attending quarterly meetings for Title I grant affairs. These representatives—three from each Title I school—meet regularly in order to develop, review/revise, and evaluate all Title I plans & programming. 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. This set aside planning allows for revisions—upon parent request—before the Title I grant is written in June.

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 as per Section 1118(e)(4) of the ESEA.*

**Response:** 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 based on needs assessments. These workshops may include information how parents can help support school initiatives and curriculum at home. Workshops may also be held on topics such as IEP’s and ways to support child development and advocacy. 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. To support parent involvement as much as possible we offer:

* In State Travel for Parents: FSDB parents are reimbursed travel expenses to attend approved capacity building events, in the state of Florida, such as Parent Engagement Workshops, Title I Parent Meetings, Family Capacity Days, American Sign Language Classes, Braille Classes, Orientation & Mobility Classes, and more.
* Out of State Travel for Parents: FSDB parents are reimbursed travel expenses to attend approved workshops and conferences outside of the state of Florida.
* Registration Fees for Parents: FSDB parents are reimbursed registration costs to attend approved workshops and conferences and reimbursed tuition or registration fees to attend approved capacity building classes at local venues.

During the 2017-18 school year, FSDB’s Parent Liaison will collaborate with the Assistant Principal and Title I Coordinator to offer workshops to FSDB students and their families. The intent of these workshops is to increase knowledge and ability to support their student.

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 or targeted assistance), adequate yearly progress, school choice, Supplemental Education Services (SES), and the rights of parents. Include the timeline and persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity (all requirements as per Section 1118(c)(1) of the ESEA).*

**Response:** The Title I Coordinator and Title I Assistant Coordinator, through collaboration with the campus Parent Information Office, Print Shop, and Webmaster, ensure 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.
	+ The Parent-Student handbook will contain information on Title One grant information and parent right to know notifications.

Each year, the state of Florida publishes School Public Accountability Reports, called SPARS, 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 2014-15 SPARs is the most current report provided by the state of Florida and is currently available on our website. When the 2016-17 SPAR becomes available, it also will be posted. It can be found by going to the Florida Department of Education Website under “Instructional Services” page and then “State & Federal Reports.” If you have questions about the data, please contact the Principal or Assistant Principal of your child's school.

The effectiveness of these activities is determined by parent feedback during the Title I parent team meetings. Regarding Even Start, Head Start, Early Reading First, and other 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 Outreach Department.

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 as outlined under Section 1118(c)(2) of the ESEA*.

**Response:** Due to the nature of FSDB’s program, Fridays have proven convenient for parents to pick up their students and take them home for the weekend. Title I parent meetings are also scheduled on the same Friday as the Parent Engagement Workshops (PEWs) whenever possible. 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. Other opportunities for technological involvement can also be arranged on parent request.

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, all required by Section 1118(e) and Section 1118 (e)(2) of the ESEA.*

**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 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 providing advocacy training as well and disability specific trainings along with overviews of school initiatives. They may also include cultural trainings and perspectives to support greater parent involvement. Webinars and recordings may be available on request to support increased parental participation.

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 2017-18 parent training and capacity-building activities will include topics that will enable a cohesive conversation and understanding between school and home.   Last year 2 STEAM family events were offered that were well received by families. The Parent Information office plans to offer STEAM family days again this year. Information sharing with parents will occur throughout the year via skylert messages, social media, and written communication home on programs offered through FSDB. Professional Learning Communities will take place at regular intervals throughout the school look at individual and school data and develop a plan to respond to the data. The emphasis will be on team collaboration, parent partnerships, and implementation with fidelity in the classroom.

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 as per Section 1118(e)(4) of the ESEA.*

**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. The opportunities will be communicated with parents through newsletters, social media, and through *Skylert* notifications via phone and email. 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 the Parent Services Department. Parents are encouraged to contact us with suggestions and ideas for parent development opportunities.

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:** At the beginning of each school year and during IEP meetings the Assistant Principal or school representative will provide the following information:

* Description of FSDB as a separate entity from all other school districts
* Vision and Mission of FSDB
* Accreditation of FSDB Programs
* Highly Qualified Staff
* Extent of Instruction and Technology
* Reading and Math Support
* Unique Services offered at FSDB
* Curriculum used at FSDB
* Adoption of Instructional Materials Process
* Assessment Tools and Information
* Communication
* Positive Behavior Support and Response to Intervention
* Discuss any questions related to the school and its mission

The information will be provided in multiple formats including ASL and Caption recordings and written Power Points in both English and Spanish so that all families have access at the start of the year. Recorded information and/or the parent registration day PowerPoint will be posted on the website for access to parents unable to be present during registration day.

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.