



Title I, Part A: Parent and Family Engagement Plan

School: S. A. I. L.

I, Dustin Coleman, 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 the appropriate state and federal staff. I further certify that all expenditures will be obligated 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 1118 (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 1118(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 1118(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 will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- 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 (h)(6)(A)].



Signature of Principal or Designee

8/22/19

Date signed

Mission Statement

Parental Involvement Mission Statement

Response:

The goal of S.A.I.L.'s Parent Involvement Plan is to bridge the gap between parents, school, and community. We strive to educate the whole child while improving and enhancing relationships between home and school. We empower families to become proactive in their student's education on a continuous basis. The program does this by providing information, training, and assistance through family/parent education courses, activities, and referral services.

Engagement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely matter in the planning, review, and improvement of Title I programs including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

Response:

The S.A.I.L. Community will involve parents and families in decisions regarding the expenditure of Title 1 funds primarily through the School Advisory Council (SAC) meetings. At the initial SAC meeting the proposed budget will be reviewed and adjusted as necessary. At each subsequent meeting the budget is reviewed and feedback is sought. All S.A.I.L. parents and guardians are invited to attend the SAC meetings. There will be quarterly coffee with the principal sessions where expenditure of the Title 1 funds will also be reviewed.

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, Home Instruction Programs for Preschool Youngsters, Voluntary Pre-Kindergarten, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116]

Response:

Coordinating and integrating parent involvement programs will primarily occur through three avenues.

- 1) Monthly book study session focused on the book The Behavior Code. Each month one chapter will be covered at a catered event involving parent and S.A.I.L. staff volunteers with facilitated questions related to the content covered in the chapter. The goal is to build a whole team understanding of how to support individuals with higher needs in the area of behavior
- 2) Following each quarterly SAC meeting S.A.I.L. leadership will run a parent development session focused on a strategy parents can use to help support their children.
- 3) Once a month we invite parents to join a community celebration where we hold a barbecue followed by a capacity building session for parents to learn strategies to help support their children.

Annual Parent Meeting:

Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program, the nature of the program, and a description of how the meeting will cover adequate yearly progress (AYP), SCHOOL choice, and the rights of parents.

Response:

All families are requested to attend the S.A.I.L. open house prior to the start of each school year where we cover the Title 1 program, parent rights, etc. Families who cannot make it to the event receive the information in their registration packet and S.A.I.L. Student Handbook.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how the school will provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement [Section 1116]

Response:

Parent engagement events are offered at a variety of different times including:

- Coffee with the principal once a quarter upon student arrival;
- Science, Technology, Engineering, and Math (STEAM) activities each semester for the last hour of the school day;
- Community Celebrations (with a strategy session for parents) once a month the last 30 minutes of school;
- SAC meetings followed by parent sessions to learn a new strategy once a quarter in the evening;
- Parent open house session at the beginning of the year in the evening;
- Book study once a month in the evening

Building Capacity

Describe how the school will implement activities building the capacity for meaningful parent/family involvement, relationships with the community to improve student achievement, materials and trainings to assist parents/families to work with their children, and any other reasonable support for parent/family engagement activities [ESEA Section 1116]

Response:

- 1) Monthly book study session focused on the book The Behavior Code. Each month one chapter will be covered at a catered event involving parent and SAIL staff volunteers with facilitated questions related to the content covered in the chapter. The goal is to build a whole team understanding of how to support individuals with higher needs in the area of behavior
- 2) Following each quarterly SAC meeting S.A.I.L. leadership will run a parent development session focused on a strategy parents can use to help support their children.
- 3) Once a month we invite parents to join a community celebration where we hold a barbecue followed by a capacity building session for parents to learn strategies to help support their children.
- 4) Coffee with the principal each quarter to have an informal opportunity for parents/guardians to share any ideas, questions, concerns, etc. they may have with school leadership.
- 5) Hands-on STEAM activities once each semester, parents join their children exploring a variety of STEAM based activities and experiments facilitated by the S.A.I.L. science teachers.
- 4) Parent open house session at the beginning of the year in the evening to meet the staff, tour the building, ask questions, and learn about the program.

Staff Training

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families in:

1. The value and utility of contributions of parents/families;
2. How to reach out to, communicate with, and work with parents/families as equal partners;
3. Implementing and coordinating parent/family programs and in building ties between parents/families and the school. [ESEA Section 1116]

Response:

We plan to involve the S.A.I.L. staff in a professional development session relating to the Framework for Understanding Poverty (Creating Relationships) from Ruby Payne. Additionally, we are seeking to partner with a neighboring school to join in a poverty simulation when it becomes available. Finally, we will have a one hour session on Addressing the Barriers to Poverty facilitated by Dr. Barber.

Communication

Describe how the school will:

1. provide timely information about the Title I programs;
2. describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain;
3. if requested by parents provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
4. submit parents/families' comments if the schoolwide plan is not satisfactory to them. [ESSEA Section 1116]

Response:

Communication will be done via a variety of avenues including, but not limited to:

- 1) Phone calls;
- 2) Face to face conversations;
- 3) Newsletters and fliers;
- 4) School Messenger;
- 5) Daily point sheets;
- 6) Postings at the school (entry board and television monitor);
- 7) S.A.I.L. website.

Accessibility

Describe how the school will:

1. provide full opportunities for participation in parent/family engagement activities for all parents/families;
2. share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages the parents can understand.

Response:

Communication of events will be done via a variety of avenues including, but not limited to:

- 1) Phone calls;
- 2) Face to face conversations;
- 3) Newsletters and fliers;
- 4) School Messenger;
- 5) Daily point sheets;
- 6) Postings at the school (entry board and television monitor);
- 7) SAIL website.

If parents/families are unable to participate the information shared can be sent home at parent request. Additional information will be posted on the S.A.I.L. website.

Barriers

Describe the barriers that hindered parent participation in the previous school year. What steps will the school take during the upcoming school year to overcome the barriers (with attention paid to families who are disabled, have limited English proficiency, and parents/families of migratory children. [ESEA Section 116]

Response:

S.A.I.L. students come from all across the district. The geographical separation makes getting all parents to meetings difficult. Also, many of our families have had negative experiences in schools either as students or family members. Rebuilding the trust and regaining parent participation is a lengthy process. Finally, many of our families work long hours, irregular shifts, and often multiple jobs which creates scheduling difficulties for attending events.