

Pine Meadow Elementary Title I, Part A Parental and Family Engagement Plan

Involvement of Parents

Describe how the school will involve parents and families 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 {ESEA Section 1116}.

Administration at Pine Meadow will provide training for all parents/guardians and staff at the beginning of each school year and throughout the year, as needed, on our Title I status and programs as well as open the door for discussion and suggestions on improvements for the Title I program. Parents will be informed by newsletters, school messenger call outs, flyers and the school web site of the School Advisory Council meetings, those scheduled in the fall to review and discuss the family compact, the school improvement plan and the parent involvement plan as well as the meetings in the spring to discuss budgetary items. All council meetings are advertised to all parents and open to all. Detained minutes will be taken at every meeting describing discussion, suggestions, etc. When positions come open on the board parents will vote on parents to sit on the committee, staff will vote on staff and education support staff will vote on any education support staff positions.

Coordination and Integration with Other Federal Programs

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 {ESEA Section 1116}.

#	Program	Coordination
1	Head Start	LEA cofunds Head Start for 185 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.
2	Voluntary Pre-Kindergarten	Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.
3	Title I, Part C	Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities.

4	Title I, Part D	Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.
5	ESOL-Title III	Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.
6	Title IV, Part A	Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.
7	Carl Perkins Career and Technical Education Act	Provides funds to increase the quality of career and technical education.
8	Title IX, Part A	Provides hygiene items, school supplies, and tutors at area homeless shelters to support families. Assistance for housing, food, and other emergency support are available for families referred under Title IV. Counseling services and shelter based tutoring/parent training is available.
9	IDEA	Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families 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, and the rights of parents are covered at the annual meeting.

#	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop meeting materials	Principal	Aug/Sept	Agenda, handouts, etc.
2	Advertise/publicize event through newsletter, call outs, flyers and website	Principal	Aug/Sept	Flyer/invitation and Sign-In sheet
3	Title I Parent Meeting	Principal	Sept	Sign-In sheet, agenda
4	Maintain documentation	Principal	Yearlong	Sign-In sheets/Parent Input/Agenda/Meeting 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 parental engagement {ESEA Section 1116}.

Meetings at Pine Meadow will be offered at various times to ensure parents will be able to attend. Orientation was scheduled during the day the week before school started and Open House/Be Ready night was scheduled in the evening several weeks after school started. Each grade level will develop a video or slides highlighting important information about that grade level curriculum, testing and how parents can work with their child on these items. These videos will be shown at Open House/Be Ready night and then posted on the school website for those parents unable to attend that evening. Parent/teacher conferences will be scheduled by the teacher with the parent at a time that works best for them. Throughout the year we will schedule meetings at various times and days including a Saturday meeting to accommodate all parents. The visiting teacher and phone conferences will be utilized for those parents that cannot attend at any time.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, and building relationships with the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents assist parents/families to work with their child. Include information on how the school will provide other reasonable support for parent/family engagement activities under {ESEA Section 1116}.

#	Building Capacity Activity for Families	Person Responsible	Materials/Training Provided to Parents/Families	Timeline	Evidence of Effectiveness
1	Title I Program discussion and review of program	Admin	Handouts with budget information and discussion on how purchased items will be used and how items will benefit students.	End of Sept.	Sign in sheets, Signed Family Compact letters Climate surveys
2	Parent/Teacher conferences	Teachers	Teachers give every parent a packet of information and discusses with parents their child's strengths and weaknesses and how they can help their child at home.	1st Semester	Climate survey and sign in sheets
3	Parenting tips and information	Guidance	Various information given out on topics such as: ADHD etc.	Ongoing	Climate survey
4	Progress monitoring meetings	Teachers and RTI team	Students strengths and weaknesses discussed. Material and discussion on how to address weaknesses both at school and home.	Ongoing	Climate survey
5	Assessment training	Teachers and Guidance	Information is given to parents explaining assessments, their child's performance on each assessment and what that means.	Ongoing	Climate survey
6	Be Ready Night	Teachers & Admin	Each grade level is developing a video or slide presentation covering the important items with testing and curriculum for their grade level. This will be presented on Be Ready Night and later will be posted on the school's website for those parents unable to attend that night.	Sept.	Climate survey

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents/families, and in how to implement and coordinate parent/family programs, and build ties between parents/families and schools {ESEA Section 1116}.

#	Building Capacity Activity for Staff	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Value of parent/family engagement	Admin	Increase student achievement	Ongoing	Teacher feedback climate survey
2	Communicating and working with parents	Guidance	Increase student achievement	Ongoing	Teacher feedback climate survey
3	Building ties between home and school	Link to Title I site	Increase student achievement	Ongoing	Climate survey
4	Cultural Sensitivity	Guidance	Increase student achievement	Ongoing	Climate survey
5	Monthly self study articles on parent involvement	Admin	Increase student achievement	Ongoing	Teacher feedback Climate survey

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children {ESEA Section 1116}.

Pine Meadow also has parent resources available for parents on our campus. Parents can check material out to take home and use with their students. Computers are available for parents to look on the web and staff is available to assist parents as well. We will monitor the effectiveness of this by the number of parents using these resources and through our climate survey. We will also have Open Library on Saturdays monthly this year. There will be staff available to discuss and teach parents topics such as their child's reading level, what types of books would be appropriate for their child as well as information on grade level comprehension and fluency skills.

Communication

Describe how the school will provide parents 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 achievement levels students are expected to obtain;
- If requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and
- If the school wide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency {ESEA Section 1116}.

Kindergarten teachers begin their year the week before teachers return by having an orientation specifically and only for kindergarteners and their parents. A wealth of information is given to parents on academics as well as how things are run such as lunches, the clinic etc. When teachers return for pre-planning they are instructed to make phone contact with each parent on their class list to personally invite them to orientation which is scheduled a few days after teachers return. At orientation parents are given a save the date flyer with those events we already have scheduled such as: Open House(renamed Be Ready night), PTA General assembly, the first SAC meeting and the initial Title I meeting. This is followed up with more specific information about each event on flyers, posted on our website and school messenger call outs. Teachers send out a packet of information at the beginning of the school year that covers a variety of topics including classroom procedures and grade level expectations. Open House/Be Ready night is then held a few weeks into the school year. Each grade level will develop a video or slide presentation that tells parents specifically about testing and curriculum for that grade level. We are posting these videos on the school website after Open House/Be Ready night for those parents unable to attend that night. Then teachers schedule parent/teacher conferences with each parent at the end of the first nine weeks to discuss strengths and weaknesses of each child and what parents can do at home to help their student in person. Parents can schedule a conference any time it is needed and teachers will schedule progress monitoring meetings and 504 review meetings during the first three weeks of school to sit down with parent and outline what is going on with their child.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable, uniform format and in a language that parents/families can understand.

All necessary accommodations are made for parents and students with disabilities and those with limited English proficiency. Interpreters and translated documents are available for parental involvement activities if needed.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are disabled, have limited English proficiency, and parents/families of migratory children) {ESEA Section 1116}.

#	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Time	Scheduled activities at various times and days including Saturday to accommodate parents
2	Childcare	Include activities that would be appropriate for siblings that are not yet school age.

Assurances about the Parent and Family Engagement Plan

I, Terri Fina , 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

- Describe how the school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent;
- Plan was jointly developed/revised with parents and distributed to our families and the local community;
- Involve parents and families in the planning, review, and improvement of the school wide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to review, if necessary, the school's parent and family engagement plan;
- Provide to each parent an individual student report about the performance of their child on the state assessment {ESEA Section 1116};
- 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 out of field;
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal or Designee
Terri Fina

Date Signed (2018/2019)
9/28/2018

(typed signature denotes approval of PFEP)