****

**2019-2020 School Parental & Family Involvement Policy (PFEP)**

**School**: **Manatee Elementary School**

## Each participating Title I public school must develop jointly with families a written school‐level Parent & Family Engagement Policy/ Plan (PFEP) that describes how the school will build family capacity [ESEA Section1116]. Please complete this form and uploaded in the ADNTITLE1SCHOOLS share drive.

###### **Assurances**

## Please check all the boxes

|  |  |
| --- | --- |
|  | Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent? |
|  | 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 8101 of ESEA |
|  | Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community |
|  | Involve parents and families, 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 schoolwide program plan |
|  | 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 |
|  | Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals |
|  | Provide each family with 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 to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section1116] |

Dr. Laurie Mearsheimer 5/14/19

|  |  |  |
| --- | --- | --- |
| **Principal Signature** |  | Date Signed |

1. **Involvement of Parents**  
   Describe how your school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used?

|  |
| --- |
| Parents will be invited to attend our "Annual Title I Meeting" during our back to school "Meet the Teacher" event. Parent Institutes and Parent Leadership (PTO) meetings will be utilized to share important information and provide training to parents regarding curriculum, standards and strategies for working with their children at home to support a strong home/school connection. Monthly SAC meetings include progress updates on quarterly benchmark assessments and allow for parent input on our Title I plan, Use of Funds, Compact and Parental & Family Involvement Plan. |

1. **Coordination and Integration with Other Federal Programs**

Describe how your school will coordinate and integrate parent and family engagement programs

and activities **with Other Federal Programs**?

|  |
| --- |
| Monthly parent/family events, including student musical performances, art exhibits, parent institutes and other "family fun" activities (i.e. literacy night, family picnic, etc.), provide opportunities for parents of all grade levels to attend and be involved in their child's school. Student led conferences are held twice each year to allow students to share their academic goals and progress with their parents. |

Describe how your school will coordinate and integrate parent and family activities that **teach**

parents how to help their child(ren) at home?

[ESEA Section 1116]

|  |
| --- |
| Three parent institutes are held throughout the year to provide opportunities for parents to learn more about how to help their children with reading, math and science at home. Additional morning/evening events will be scheduled to provide parent training and support with specific topics as needed throughout the year (i.e. 7 Habits, technology topics, understanding grade level curriculum/standards, etc.). |

1. **Annual Parent Meeting**  
   Describe the specific steps your school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program

|  |
| --- |
| During our "Meet the Teacher" event, several opportunities to attend the "Annual Title I Meeting" will be offered. Translation will be provided in both Spanish and Creole. Parents will be notified of this meeting when invited to the "Meet the Teacher" event and will be given a "ticket" of events/activities to complete while they are here, including attendance at this meeting. |

Provide a description of the nature of the Title I Program that will be shared with parents and families (schoolwide or targeted assistance).

|  |
| --- |
| Our Title I program plan will be shared with parents including planned activities/strategies, Use of Funds, purpose of the Compact, introduction of Title I paid staff and their roles/responsibilities, etc. |

Provide a description of how the meeting will cover the rights of parents at the annual meeting?

|  |
| --- |
| All requirements of the "Annual Title I Meeting", including information regarding parents’ right to access and review our Title I and School Improvement Plan, will be met and included in the PowerPoint presentation. |

1. **Flexible Parent Meetings**  
   Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

|  |
| --- |
| We will have both morning and evening parent events, trainings and meetings this year. Student led conferences may also be scheduled at times more convenient to parents if needed. |

How will your school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement?

|  |
| --- |
| Transportation is provided to district events such as the annual STEAM conference and Parent Academy. Child care is provided during the evening parent institutes. |

1. **Building Capacity**  
   Please describe all activities that will address the following questions;

* How the school will implement activities that will build the capacity for meaningful parent/family involvement?
* How will the school implement activities that will build relationships with the community to improve student achievement?
* How the school will provide materials and trainings to assist parents/families to work with their child(ren)?
* How the school will provide other reasonable support for parent/family engagement activities?

|  |  |
| --- | --- |
| **Content and Type of Activity** | **Timeline** |

|  |  |
| --- | --- |
| Parent/volunteer training - parents will be trained by our volunteer coordinator/counselor | August & ongoing as needed |
| Parent involvement action team - plan/provide parent involvement opportunities | Monthly |
| Student led conferences – allow students to share their progress and goals with parents | Twice a year |
| Parent Institutes/AM meetings - provide training for parents in supporting academics in the home | 3 evenings/mornings throughout the year |
| Family events - opportunities for families to attend school events and interact with school staff | Quarterly (at minimum) |
| Parent Leadership (PTO) meetings - allow for parents to plan/implement school-based activities/fundraisers | 1 day per month |
| Student performances and celebrations – opportunities for families to celebrate students’ talents and achievements | Quarterly (at minimum) |

1. **Staff Training**  
   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 on:

* How to reach out, communicate, and work with parents/families as equal partners
* The value and utility of contributions of parents/families
* How to implement and coordinate parent/families programs, and build ties between parents and schools

|  |
| --- |
| Professional learning for staff will include 7 Habits, Creating Culture and Launching Leadership, understanding diversity and differentiation, strategies for more effective communication, positive parent involvement, and student-led conferencing. |

1. **Other Activities**  
   Describe How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

|  |
| --- |
| **Our school hosts book fairs, literacy night, student-led conferences, family picnic and many other opportunities for parents to be involved and support their child's education.** |

1. **Communication**  
   Describe how will your school provide timely information about the Title I programs?

|  |
| --- |
| **Parents are invited to attend our Annual Title I meeting on "Meet the Teacher" day. They receive information regarding our Title I program plan and Use of Funds as well as information to help them support their child to be successful in school. They also have an opportunity to ask questions and receive additional information.** |

How will your school 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?

|  |
| --- |
| In addition to information shared during “Meet the Teacher” and sent home with students via their weekly communication folders, we will also host a curriculum event for each grade level to review the grade level standards, expectations, and assessments. |

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

|  |
| --- |
| All parents are invited to our monthly Parent Leadership (SAC/PTO) meetings. Opportunities are provided at every meeting for input, suggestions and questions. |

How will your school submit parents/families comments if the schoolwide plan is not satisfactory to them?

|  |
| --- |
| Parent comments are included in our meeting minutes and are taken into consideration when making adjustments to our schoolwide plan. |

1. **Accessibility**  
   Describe how your school parent/family engagement activities for all parents/families?(*including parents with limited English proficiency, disabilities, and migratory children).*

|  |
| --- |
| Printed/translated invitation flyers are sent home with all students through the weekly home/school communication folder for all family activities, parent academies, student-led conferences and other school events. Accommodations are provided as needed for parents/students with disabilities. |

Describe how your school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?

|  |
| --- |
| In addition to our district’s “organization station” (yearly calendar), we also send home a monthly calendar with students via the home/school communication folder for parents to hang on their refrigerator to remind them of school-specific events for the current month.  Invitations, presentations and written materials are translated to ensure accessibility for our parents. Translator headsets are used during meetings when needed. |

1. **Discretionary Activities**  
   Describe if the school provides Any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

|  |
| --- |
|  |

1. **Barriers**  
   Describe the barriers that hindered participation by parents during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children)?

|  |  |
| --- | --- |
| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Language barrier for Hispanic and Haitian parents | Bilingual office staff to make parents feel welcome; Spanish and Creole translators at school-wide events |
| Parents’ work schedules | Events scheduled at varying times (morning/day and evening) |
|  |  |

1. **Upload Evidence of Input from Parents on the development of the PIP**

Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent & Family Engagement Policy(PFEP)** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation)

|  |
| --- |
| 1. **Upload Parent-School Compact**  Upload an electronic version of the FY20 Parent-School Compact. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation) |

1. **Upload Evidence of Parent Involvement in Development of Parent-School Compact** Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent –School Compact** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation)

###### **Evaluation of the previous year's Parent and Family Engagement Plan**

**Review your FY19 School Parent and Family Engagement Policy (PFEP) and complete the sections below.**

1. **Building Capacity Summary**  
   Provide a summary of activities provided during the **2018-2019** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below.**

|  |  |  |  |
| --- | --- | --- | --- |
| Content and Type of Activity | Number of Activities | Number of Participants | How did this activity build parent and family capacity to improve student achievement? If not completed, provide rationale. |
| Annual Title I Meeting | 1 | 536 | Title I program plan shared with parents including planned activities/strategies to support student achievement, Use of Funds, purpose of the Compact, introduction of Title I paid staff and their roles/responsibilities, etc. |
| Parent volunteer training - parents will be trained by our volunteer coordinator/counselor | 1 | 20 | Parents were trained in procedures and expectations for being school volunteers to support student achievement in our classrooms. |
| Parent involvement committee - plan/provide additional parent involvement opportunities | 9 | 7 | Parent involvement committee planned and supported activities throughout the year that focused on maintaining/increasing parent involvement. |
| Parent Institutes/AM meetings - provide training for parents in supporting academics in the home | 9 | 98 | Parent institutes and morning curriculum meetings provided parents with information and strategies to help their child with reading, math and science. |
| Monthly PTO meetings - allow for parents to plan/implement school-based activities/fundraisers | 9 | 15 | Parents planned school-based activities to support both school culture and academics throughout the year. |
| Family nights - opportunities for families to attend school events and interact with school staff | 3 | 380 | Family nights provided opportunities for parents to attend fun and engaging school events with their children. |

1. **Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the **2018-2019** 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| Professional learning for staff will include topics of understanding diversity and our student population, effective communication, positive parent involvement, and student-led conferencing. | 9 | 60 | Teachers benefitted from professional learning for continuous improvement in building effective relationships, communication, parent involvement and academic achievement. |

1. **Review your FY19 School Parent and Family Engagement Policy (PFEP) Barriers Section.**

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

|  |  |  |  |
| --- | --- | --- | --- |
| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** | **Implementation**  (Full, Partial, Not Yet) | **How will Title I PFE funds be used to address the persistent barrier(s)?** |
| Some of our Hispanic and Haitian parents are intimidated by school setting because of the language barrier. | Both written and verbal translation are provided as needed to address the language barrier | Full | Translated invitations, flyers, and other communication sent home via weekly home/school communication folders |
|  |  |  |  |
|  |  |  |  |