**Title I, Part A Parent and Family Engagement Policy**

**Samoset Elementary**

**2019-2020**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of 2018-19 Parent and Family Engagement

Describe which parts of your 2018-19 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2018-19 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

Throughout the year, Samoset Elementary had various activities with a positive impact on family engagement. Some of these events included the Fall Festival and Reading Under the Stars. Every family had the opportunity to take free books for their children. Families enjoyed a night of fun and activities while learning about the importance of reading. Some of the barriers mentioned by our families are hours of events. The school will continue to inquire about the best times for school events. Language continues to be a barrier for many parents, for this translation services continue to be provided for parents at conferences, SAC meetings, Parent Workshops and other school events.

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parent and family engagement program;
* Be written in parent friendly language;
* Inspire stakeholders to be engaged and supportive of the program; and
* Be different from your school mission statement.

**RESPONSE:** Our mission is to meet the needs of children and their families. Our vision is that every student will be happy and successful. Through Parent Workshops, SAC meetings and family interactions we will be able to achieve student success.

# 2019-2020 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the 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. [ESEA Section 1116]

**RESPONSE:** Samoset Elementary School believes in involving parents in all aspects. Our parents have the responsibility for developing, implementing and evaluating the various school level plans, including the Sip and PFEP. Parent workshops which functions as our PTO, is extremely active in all school planning. In addition, parent meetings are held to discuss and carefully deliberate changes that are needed to the PFEP. All parents are given the opportunity to review the plan and offer input prior to approval. For the PFEP evaluation, parents were given surveys at the end of the school year seeking their input on activities, trainings and materials they need to help their child. Results of the parent surveys are reviewed to determine needed changes. The survey results are also reviewed and discussed with parent workshop groups. Parent workshop groups are offered to parents to increase parent awareness and involvement. Surveys are given to determine needed changes and additional resources for parents. During the SAC meeting when the PFEP is developed, the committee will decide, with the input from parents in attendance and minutes form the parent groups how the parental involvement funds will be used. Pastries and Parents also reviews and approves all SAC items related to school improvement. We will use our Connect Ed telephone system to communicate about meetings to discuss the planning and review of our programs. We will also use student agendas and personal invitations to make parents aware of involvement opportunities. We will also utilize our Home School Parent Liaison to provide our parent community through bi-monthly parent meetings that focus on providing academic support and family/community resources. At the end of school, the principal and SAC members decide how to use the Title 1 funds, how best need of students.

# 2019-2020 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

For the next three years, Samoset will be partnering with the United Way Suncoast. This partnership includes four other organizations: The Patterson Foundation, the Manatee County Government, Manatee Community Foundation, and The Suncoast Campaign for Grade Level reading. Samoset is one of two pilot schools that these organizations will be working with. This school year they will be providing resources to the school through mentors and tutors for students in Kindergarten through Third grade. Students will be provided with books for their home library as well. They will provide resources for our parents at home and during extended school hours.

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| **Count** *(add or remove rows as needed)* | **Program** | **United Way Coordination** |
| **1** | ReadingPals | Readers read with kinder students once a week. The ratio is 3 to 1. The program is 30 weeks. Each week the students will take a book home |
| **2** | Learning Pals | Volunteers will work one on one with students in need of fluency support in grades 1-3. |
| **3** | Big Brothers  Big Sisters | Mentors will work with 24 students in grades 1-3 who need assistance. |
| **4** | Soar and 4 | Students and families will participate in outside school activities monthly at area museums and libraries. |
| 5 | Suncoast Campaign for Grade Level Reading | Literacy bags provided for incoming kindergarten students. |
| 6 | Parent Workshops | Informational workshops held once a month as an additional support for parents to assist their children. |
| **7** | Step up Suncoast | Early childhood services for families with children who are birth to age 4. Home parenting skill building. |
| **8** | Books For Kids | Reading lesson, once a month in classes K-3. Students take a book home. |
| **9** | Dive Into Reading | Summer reading with mentors and social skills, once a week for eight weeks. |

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| **Count** *(add or remove rows as needed)* | **Program** | **Other Community Support** |
| **1** | United Harvest Church | We will work thought to publicize school events and share specific information to increase student achievement and parental involvement |
| **2** | Project Heart | We will work together with Project Heart to provide resources, school supplies and uniforms for homeless students to remain in school. |
| **3** | ESOL/ Migrant | We will work with our ESOL/Migrant HSL to assist with communication, increase communication and accessibility for non-English speaking families. |
| **4** | IDEA | We collaborate with our ESE department and ESE teachers to provide and offer supplemental instructional support for parents during the development of the student’s IEP. |
| 5 | Title I | We will collaborate with our T1 resource staff to maintain compliance and exemplary practices. |
| 6 | Parent Workshops | Informational workshops held once a month as an additional support for parents to assist their children. |
| **7** | Manatee County Library | Provide enrichment and afterschool classes for students and parents. |
| **8** | One Stop Shop | Resources for homeless families and families in transition |
| **9** | Whole Child Program | Referral information for families regarding community resources and support |
| **10** | Manatee Sheriff’s Department | Community and bike safety programs. |
| **11** | Good Will | English, GED and resources for our families. |
| **12** | Samoset Community Association | Building community and school relationships. |

# 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), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **Count** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agenda, handouts, and/or presentation materials that address the required components | Principal or designee | August/Sept 2019 | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, Connect,Ed calls, texts, newsletters, etc.) | Principal or designee | August/Sept  2019 | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting | Principal or designee | August/ September 2019 | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | August/ September 2019 | Aggregated Evaluation Form/Notes uploaded to the online crate |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
* how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
* how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teachers who is out of field? [ESEA Section 1116]

**RESPONSE:**

Written communication will be available in English and Spanish. A formal letter will be sent home to parents if a child is in a class with a teacher who is out of field/non-state certified. Parents receive the Right to Know letter and Non-state certified letter, signed and dated to make them aware of any teacher who is out of field. Interpreters will be available to all parents to ensure parents are able to fully participate in their child’s education. This includes translation services for deaf and blind parents. Translation is very important for meaningful two-way communication.

# 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 involvement [ESEA Section 1116]

**RESPONSE:**

We have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our Annual parent meeting is offered at different times to accommodate parents. Children care is available for SAC meetings and events as needed. At the beginning of the year during the Back to School Event, a list of school events with dates and times will be provided to assist parents in planning with the goal of more parent participation.

Meeting schedules may be modified as needed based on parents’ participation. Our principal will work with our parents and any request to alter meetings for a more convenient or flexible schedule.

Parents can request conferences at any time. If parents are unable to attend meetings they can set up a time to meet with our bi-lingual staff who will review information with them. Sign-in parent log will be kept to keep track of meetings.

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, in order to ensure effective involvement of parents 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/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Parent Workshops | Principal or designee | Helping students with assessments, expectations and homework | monthly | Evaluation forms |
| **2** | Parent Conferences | Principal or designee | Student review of academic performance | 1st and 3rd quarter | Evaluation forms |
| **3** | Small Group Parent Information Classes | Principal or designee | Parent Interest surveys | monthly | Self-monitoring |
| **4** | SAC | Principal or designee | School-wide goals | 2nd Tuesday of the month | Sign in Sheets |
| **6** | Quarterly academic family night | Principal or designee | Literacy night, math night, science night, specials night | quarterly | Sign in Sheets |

# Staff Development

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

* the value and utility of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners, and
* implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

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| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Staff Training on Title 1 | Principal or designee | Parent communication handbook, family nights, communication folders | September-October | Evaluation Forms |
| **2** | ESOL Strategies | Principal or designee | Meet with ELL resource teacher monthly during planning times | 4rd Monday of the Monday | Evaluation Forms |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:** Our ELL resource teacher will provide technical assistance for our school because higher levels of parent awareness correlates to higher levels of student’s achievement. During academic family nights, staff will provide demonstration lessons for parent activities that parents will model with their child so they will be able to duplicate the activities with their child at home. We will host monthly parent meetings that will provide academic, social, emotion and community resources. We will have a bilingual parent liaison that will be available every day before, during and after school to meet with parents. We will use daily agenda to offer meaningful two way communication with families. Samoset also offers resources to help our parents and children. Every Friday the Pack-Sack program is available for students who may benefit from an extra snack during the weekend. Samoset also has a food pantry available for families in need.

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* 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 obtain
* 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
* If the school wide program plan under 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:**  At the annual meeting in September we provided information about the Title I program, the curriculum and academic assessments. Parents learned about the school wide program, how to schedule parent-teacher conferences, school choice, and opportunities for participation in decisions related to the education for their child. During Open House Night teachers provided additional information on the subjects they teach, assessments plans, and how parents can help at home. Parent conference nights and family nights will be held to give parents and opportunity to come to school to engage with their children’s teachers. Sign in sheets documented attendance. Written communication will be available in English and Spanish. Interpreters will be available to all parents to ensure that parents are able to fully participate in their child’s education. This includes translation services for deaf and blind parents. Translation is very important for meaningful two-way communication.

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (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 [ESEA Section 1116]:

**RESPONSE:** We expect and promote that all parents have full opportunities to participate in parental involvement activities including parents with limited English proficient, disabilities and/or migratory children. Our bilingual Parent Liaison works with families of LEP and migratory students and their families to increase the level of involvement of parents to become active in the decisions made at the school, provide information to parents on how parents can help their child and increase communication, provide updates on school functions and academic assistance. Information is also provided to all staff on the various cultures we serve in effort to increase cultural sensitivity. In addition, all written materials, to the fullest extent possible, will be translated in English, Spanish and other requested languages. Interpretation services will be provided as requested which include sign language interpretation. Parents are welcome on our campus by bilingual staff. Parents have requested small group opportunities to meet with teachers and bi-lingual staff to discuss their child’s required homework and classwork. Our newsletter and website resources are provided in both English and Spanish.

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:**

Activities that will be paid through Title I funding will include tutoring, child care during SAC meetings and Family Involvement nights. Samoset employs a GET ( Graduation Enhancement Technician) who works with children and families to improve the attendance issues that may occur. Families are able to discuss issues and the GET works to assist families who need help with various aspects of parenting. We are partnering with the Campaign for Grade Level Reading and working with Attendance Works to develop a comprehensive system for improving student attendance.

# Uploads

Please prepare evidences below. Refer to your Beginning of the Year Timeline and Title I Crate for resources and sample documents.

**2018-19 Title I Crate**

* Evidence of parent input in the development of the school SIP/Title I Plan and Title I Budget (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of parent input in the development of the school Parent and Family Engagement Policy (PFEP) (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)

**2019-20 Title I Crate**

* Copy of the school SIP or Title I Plan (charter)
* Copy of the Parent and Family Engagement Policy (PFEP) (parent-friendly version)
* Copy of the Parent-School Compact (Final in all languages)