



2020-2021 School Parental & Family Involvement Policy (PFEP)

School: Manatee Elementary

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 Section 1116]. Please complete this form and upload 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 Section 1116]

Dr. Laurie Mearshimer

8/31/2020

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?**

“Meet the Teacher” information sessions will take place in person (PreK and Kinder) and via WebEx (1-5) before the start of the school year. Parents will be invited to attend our "Annual Title I Meeting” via a WebEx meeting during the first month of school as well as monthly "SEL Open House” meetings. 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 Engagement Plan.

2. 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?**

All parents are invited to our monthly Parent Leadership (SAC/PTO) meetings. Opportunities are provided at every meeting for input, suggestions and questions.
Title I Parts A,C,D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated.

Describe how your school will coordinate with other programs to integrate parent and family activities that teach parents how to help their children at home?

[ESEA Section 1116]

We will continue to support parents with Parent Institutes as well as our open family media nights (or book “pick up” as current guidelines allow). We will also support parents this year with monthly SEL WebEx meetings lead by our counselor and school psychologist on a variety of topics.

3. 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

We will advertise our “Annual Title I Meeting” via Parent Link emails, phone calls and texts as well as a flyer in the Wednesday communication folder and an announcement on students’ Canvas dashboards. The meeting notice (and meeting) will be translated into Spanish and Creole.

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

The purpose, goals, and budget of the Title I Program will be shared with parents.

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

Parents’ rights and all relevant information will be shared at the annual Title I meeting. A district booklet outlining the rights of parents is sent home to parents the first week of school.

4. Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

Parent meetings and events will be held at a variety of times (some before school and some in the evening). We will also hold virtual SEL support meetings in addition to monthly in-person SAC/PTO meetings (as current guidelines allow).

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

We provide child care (with engaging academic activities) during our parent meetings and institutes. Transportation is provided for students for our after school intervention program.

5. 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
Monthly SEL Open House WebEx Meetings	Monthly beginning September 2020
Quarterly Parent Institutes (focused on specific topics to help parents support their students' academics)	Quarterly (as guidelines allow)

6. 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

Staff are trained by our counselor each year on how to reach out, communicate and work with parents and families as partners. Training is also provided regarding the challenges our unique demographics with an emphasis on cultural and economic diversity. Ongoing training will be provided this year by our school Lighthouse Team in utilizing Class Dojo for more effective and consistent communication with parents and families.

7. 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 bi-weekly open media nights (or “book pick up” per current guidelines) allow for ongoing parent and family engagement to support students in the area of literacy. Monthly SEL WebEx meetings will offer support for both on campus and virtual classrooms.

8. Communication

Describe how will your school provide timely information about the Title I programs?

We share Title I and other school-wide information via Parent Link emails, phone calls and texts as well as flyers in the Wednesday communication folders and announcements on students' Canvas dashboards.

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?

Teachers share information regarding curriculum, assessment and grade level expectations with parents during meet the teacher events and curriculum mornings/nights.

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)?

Parents are invited to attend monthly SAC meetings for overall information and opportunities for input. Individual parent/teacher conferences are held as needed to discuss progress and solicit input relating to planned academic interventions (as part of the MTSS process).

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

Parents are given the opportunity to provide feedback regarding our school's school improvement plan (also Title I plan) during our September SAC meeting. The plan is also available for parent review and input throughout the school year (on our school website).

9. Accessibility

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

Translation is available for all parent/family engagement activities, events and individual conferences. Accommodations will be made for any parents with disabilities to ensure equal access to activities and services.

Describe how your school will share information related to 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?**

Translation is available for all parent/family engagement activities, events and individual conferences. Individual translator headsets are used as appropriate (as current guidelines allow). Flyers and printed material are translated as well.

10. 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.)

Transportation for after school programs

11. 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
Creole translation	Reach out to district for additional support when Creole translation needs exceed our capacity

12. Upload Evidence of Input from Parents on the development of the PFEP

Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY21 Parent Involvement Policy (PFEP)** prior to approval. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](#)

13. Upload FY21 Parent-School Compact

Upload an electronic version of the FY21 Parent-School Compact. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](#)

14. 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 **FY21 Parent –School Compact** prior to approval. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](#)

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

Review your **FY20 School Parent and Family Engagement Policy (PFEP)** and complete the sections below.

1. Building Capacity Summary

Provide a summary of activities provided during the **2019-2020** 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 built parent and family capacity to improve student achievement? If not completed, provide rationale.
Annual Title I Meeting	1	344	Shared information with parents regarding use of Title I funds to support student achievement
Parent/Volunteer Training	1	12	Trained parents in procedures and expectations for volunteering
Parent Involvement Action Team	5	7	Planned and supported activities focused on maintaining/increasing parent involvement (only 5 of 9 planned meetings due to COVID)
Student Led Conferences	1	460	Provided opportunities for students to share goals and academic progress (only had 1 of 2 due to COVID)

Parent Institutes/AM Meetings	2	125	Provided opportunities for parents to attend and participated in engaging events to support academics (only 2 of 4 due to COVID)
Family Events	1	379	Provided opportunities for parents to participate in fun and engaging activities with their children (only 1 of 3 due to COVID)
Parent Leadership (PTO) Meetings	6	14	Parents planned school-based activities to support both school culture and academics throughout the year (only 6 of 9 meetings due to COVID)
Student Performances and Celebrations	2	228	Student progress and performances were shared and celebrated with families (only 2 of 4 due to COVID)

2. Staff Training Summary

Provide a summary of the professional development activities provided by the school during the **2019-2020** 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	How did this activity built parent and family capacity to improve student achievement? If not completed, provide rationale
Professional learning for staff throughout the year focused on our Leader in Me philosophy, building children and families up to become leaders of their own learning. Topics included growth mindset, self-efficacy, diversity, and communication.	5	60	Teachers benefitted from professional learning in building effective relationships, communication, parent involvement and academic achievement.

3. Review your FY20 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 took to Overcome	Implementation (Full, Partial, Not Yet)
Language barriers for Spanish and Creole speaking families	Increased translation (in person and in written communication)	Partial but addressing with additional tutor support this year