

**Title I, Part A Parent and Family Engagement Policy  
R.H. Prine Elementary 0381  
2018-2019**

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 2017-18 Parent and Family Engagement

Describe which parts of your 2017-18 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.

**Prine Elementary's PFEP provided our families with engaging and informative activities to positively influence the students' achievement, as evidenced by our school grade. Over one thousand people attended events, including Literacy Night, Math Night, ESOL Family meetings, and SAC meetings. On evaluations for our Literacy and Math nights, parents commented that although they enjoyed and learned from activities, they were too crowded. This year, we will keep that in mind when planning family activities, and we will try to plan accordingly.**

### 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: Prine Elementary provides a balanced, enriched curriculum designed to successfully guide children through the 21st century. Our students prepare for life and academic success by participating in a strong, traditional program which incorporates the arts, enrichment and remediation programs. It is through this effort, and with the support and input from the Prine Family Foundation, that we are able to achieve a high standard of excellence.**

## 2018-2019 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: We believe in the meaningful involvement of parents and family, in school level and district planning, to design initiatives that promote family participation, to improve student achievement. The assessment identified our areas of strength as Parenting, Communicating, and School Decision Making and our barriers as Volunteering, Collaborating with the Community, and Learning at Home. We apply the findings and develop a written parent and family engagement plan and compact. The plan and compact identify what steps will be taken, who will be involved, what materials will be needed, when it will be done and how we will measure success. Parent meetings are held at various times to provide opportunities for meaningful two-way communication to share information and 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. The plan and compact detail the specific parent activities and strategies that we will offer throughout the year such as Family Reading and Family Math nights, offering parenting classes, welcoming parents as volunteers, and inviting community members to participate in SAC.**

Interpreters are available to provide translation services to ensure that parents are able to fully participate in parent meetings. If other languages are needed the TI office provides a school district translator to assist. Additional translation opportunities are available through Manasota Lighthouse for the Blind and the Community Center for the Deaf and Hard of Hearing.

We also utilize Connect Ed, an automated telephone service to inform parents of events and activities and FOCUS, an online student tracking system to inform parents about attendance and academic progress.

We believe in involving parents in all aspects of our school. Our parents and our SAC have the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PFEP. Parent meetings are held at various times to provide additional opportunities for the involvement of more parents to discuss and carefully deliberate changes that are needed to the PIP. Results of the parent surveys are reviewed by parents and members of SAC to determine needed changes. The survey results are also reviewed and discussed with parent workshop groups. Parent workshop groups and family events are offered at various times to increase parent participation and involvement. Input is gathered during parent meetings regarding how parental involvement funds will be used.

## 2018-2019 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]

| <b>Count</b><br><i>(add or remove rows as needed)</i> | <b>Program</b> | <b>Coordination</b>   |
|---|----------------|---|
| <b>1</b>  | Title 1        | We will collaborate with our TI resource staff to maintain compliance and exemplary practices.  |
| <b>2</b>  | Homeless       | We will work together with Project Heart to provide resources, school supplies and uniforms for homeless students to remain in school.  |
| <b>3</b>  | ESOL/Migrant   | We will work with our ESOL/Migrant HSL to assist with communication, increase communication and accessibility for non-English speaking families.                              |
| <b>4</b>  | IDEA           | 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. |
|   |                |   |

## 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)].

| <b>Count</b> | <b>Activities and Tasks</b>  | <b>Person Responsible</b> | <b>Timeline</b>       | <b>Evidence of Effectiveness</b>  |
|--------------|--|---------------------------|-----------------------|---|
| <b>1</b>     | Develop agenda, handouts, and/or presentation materials that address the required components | Principal or designee     | July/August 2017      | Copies of documents uploaded to the online crate                                  |
| <b>2</b>     | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.)      | Principal or designee     | August                | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| <b>3</b>     | Hold the Meeting   | Principal or designee     | August/September 2017 | Agenda/Sign-in Sheet uploaded to the online crate                                 |
| <b>4</b>     | Evaluate the Meeting   | Principal or designee     | August/September      | 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 teacher who is out of field? [ESEA Section 1116]

**RESPONSE: We hold a general meeting where information will be presented about the Title I program, the curriculum and academic assessments. Written communication will be available in English and Spanish. Interpreters will be available to all parents, if possible, to ensure that parents are able to fully participate in their child's education. This includes translation services for deaf and blind parents.**

## 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 provide parent workshops and family events at various times and on various days which include academic, social and emotional components. Our funds may provide transportation, and/or child care for TI activities related to parent involvement. We make every attempt to make information available to parents who are unable to attend the events.**

## 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.

| <b>Count</b><br><i>(add or remove rows as needed)</i> | <b>Type of Activity</b>   | <b>Person Responsible</b> | <b>Anticipated Impact on Student Achievement</b>                                     | <b>Timeline</b> | <b>Evidence of Effectiveness</b> |
|---|---|---------------------------|--|-----------------|----------------------------------|
| <b>1</b>  | Parent workshops/<br>Family nights                                    | Principal or designee     | Higher levels of parent awareness correlates to higher levels of student achievement | on-going        | evaluation forms                 |
| <b>2</b>  | Actively recruit parents and community members to volunteer at school | Principal or designees    | Higher levels of parent awareness correlates to higher levels of student achievement | on-going        | volunteer sign-in                |

## 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]

| <b>Count</b> | <b>Type of Activity</b>   | <b>Person Responsible</b> | <b>Anticipated Impact on Student Achievement</b>  | <b>Timeline</b> | <b>Evidence of Effectiveness</b> |
|--------------|---|---------------------------|---|-----------------|----------------------------------|
| <b>1</b>     | Professional development for Parent Involvement                                   | Principal or designee     | Higher levels of staff understanding of parent involvement correlates to higher student achievement | On-going        | Evaluation forms                 |
| <b>2</b>     | Staff training on explaining and disseminating the PFEP and school parent compact | Principal or designee     | Higher levels of staff understanding of parent involvement correlates to higher student achievement | October         | Signed document                  |

## 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: We offer parent workshops for our parents and family nights for parents and their child(ren) because higher levels of parent awareness correlates to higher levels of student achievement. Staff provides demonstration lessons for parents so that parents will be able to duplicate the activities with their child at home.**

## 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 schoolwide 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: We hold a general meeting where information will be presented about the Title I program, the curriculum and academic assessments. Written communication will be available in English and Spanish. Interpreters will be available to all parents, if possible, to ensure that parents are able to fully participate in their child's education. This includes translation services for deaf and blind parents.**

## 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: The school will provide opportunities for full participation in the parent involvement activities including parents with limited English proficiency, disabilities, and migratory children. Written communication will be provided for parents in English and Spanish. Interpreters will be provided, when possible. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. LEA and school personnel will run the Language Survey report to determine any changes based on fluctuations in student populations. The LEA has acquired Connect Ed an automated telephone service. The LEA has acquired FOCUS an online student tracking system available to parents.**

**We will conduct conferences with parents at least twice a year, with follow up as needed. Conference times will accommodate the varied schedules of parents, language, barriers and the need for child care. We will distribute student work for parental comment and review on a regular basis. We will communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure. We will be reaching out to all families, not just those who attend parent meetings, by posting information on our website and/or newsletter.**

## 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:**

## Uploads

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

### **2017-18 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)

**2018-19 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)