

**Title I, Part A Parent and Family Engagement Policy**  
**Manatee Elementary**  
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## **2020-2021**

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 2019-20 Parent and Family Engagement**

Describe which parts of your 2019-20 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 2020-21 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.

**RESPONSE:** Manatee Elementary Parent University and Math/ Science STEM night were our most effective and successful Parent and Family Engagement activities. Both activities had an impact on our students' learning. Parents learned grade level expectations surrounding the standards, strategies to use outside of school, and hands on activities. We plan on having the same events this school year.

A few of the barriers we experienced were related to the involvement and participation of parents in activities to strengthen communication and enhance potential opportunities for engagement. We could survey families or collect other evaluation data annually to evaluate the content and effectiveness of the parental involvement policy. We need to identify barriers to increase family participation and find a way to include our hard-to reach parents. We will utilize the findings of the evaluation to design more effective parent and family engagement strategies and inform our decisions in the revision of the parent/family engagement policy.

### **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:** Manatee Elementary School seeks to create and maintain a challenging and safe learning environment that encourages high expectations through engaging instruction. We strive to have our parents, teachers, and community members actively involved in our students' learning.

## 2020-2021 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 involving parents in all aspects of our school. Our parents and School Advisory Council (SAC) along with our PTO will have the responsibility for developing:**

- Implementing and Evaluating the SIP and PFEP
- Meetings at various times to complement our families (giving them additional opportunities to be involved)
- Join in decision making
- Deliberate changes that are needed to the PFEP
- Parent surveys are reviewed by SAC
- Parent workshops
- School wide family events are offered during the calendar year at various times to increase parent participation and involvement. Input is gathered during parent meetings regarding how parental involvement funds will be used

## 2020-2021 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> <i>(add or remove rows as needed)</i>	<b>Program</b>	<b>Coordination</b>
<b>1</b>	The Warren Backpack Program	Kids helping Kids, grow awareness for each other, provide breakfast and dinner on Fridays for less fortunate students. (K-3rd grade).
<b>2</b>	Women's Action Committee	Outreach to our community to provide shoes to the students in need.
<b>3</b>	VPK	Coordination for early learning opportunities for families.
<b>4</b>	Children's Academy	Before and After School Transportation
<b>5</b>	MUNM Church	We will collaborate regarding food sack packs.
<b>6</b>	Dream Center	We will collaborate after school and mentoring opportunities.

<b>7</b>	Title I	We will coordinate and plan Title 1 parent events throughout the school year.
<b>8</b>	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.
<b>9</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>10</b>	Homeless	We will work together with Project Heart to provide resources, school supplies and uniforms for homeless students to remain in school.

## 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	Aug/Sept 2020	Copies of documents uploaded to the online crate
<b>2</b>	Develop and disseminate invitations (flyers, Connect Ed calls, texts, newsletters, etc.)	Principal or designee	Aug/Sept 2020	Copies of invitations, call logs, and sign-in sheets uploaded to the online crate
<b>3</b>	Hold the Meeting	Principal or designee	Aug/ Sept 2020	Agenda/Sign-in Sheet uploaded to the online crate
<b>4</b>	Evaluate the Meeting	Principal or designee	Aug/ September 2020	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: In the beginning of the school year we notify the parents of each student attending, with the Right to Know letter that the parents may request information about the professional qualifications of the classroom teacher. State qualification, certification for grade level and subject. They also have the Right to know their child’s achievement level on the state assessments. The notice and information provided to the parents shall be in an understandable and uniform format provided in a language that the parent can understand. We also, use the Black Board Connect Ed, an automated telephone service and our school’s newsletters that informs them of the infield/out of field teachers. We use these to inform and alert parents in English and Spanish regarding parent notifications during the school’s calendar year including those substitute teachers for teachers that are out for four or more consecutive weeks.

### 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, childcare, or home visits, as such services related to parental involvement [ESEA Section 1116]

RESPONSE: Manatee Elementary will provide Parent Workshops and School-wide Family Events at various times to accommodate our families. This will include academic, social and emotional components. Our schools fund may provide transportation, childcare, snacks, and/or home visits for TI activities related to parent involvement. We will make every attempt to make information available to parents who are unable to attend the events. We also have a Parent Coordinator/Home-School Liaison who can meet with parents on a needed basis.

### 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> <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 meetings: such as literacy, math and science	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	on-going, throughout the calendar school year	Evaluation forms/Survey

2	Parent Conferences: <b>Assessment</b> to gather relevant info about student performance	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	2x in our school calendar year	Evaluation forms/comment box
3	Open house	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	Beginning of School Year	Individual feedback and notations
4	Workshops: how to use <b>technology</b> and educate about the harms of copyright piracy	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	On-going	Sign in Sheets/ flyer
5	Literacy Night	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	2x in our school calendar year	Sign in Sheets/ flyer
6	English	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	6 weeks	Sign in Sheets/flyer
7	Parent life skills	Principal or designee	Higher levels of parenting	2x in our school calendar year	Sign in Sheets/Evaluation forms

## 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]

Count	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Professional development	Principal or designee	Goal is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development	On going	Evaluation forms

2	Goal: Review of Florida Standards	Principal or designee	Teachers use multiple measures to assess & document student growth, evaluate instructional effectiveness, and modify instruction to share with parents	Standards based instruction will be provided to engage all students based on continual review	Align Standards with the staff, have evaluation forms or surveys
3	Building Staff/Parent/ Student relationships	Principal or designee	Higher levels of parent's awareness with types of involvement to better provide for the student *Communicating, volunteering, learning at home, decision making	Ongoing throughout school calendar year	Higher levels of staff understanding of parent involvement correlates to higher student achievement And, also Language Support through the ELL Team using Language for learning and classroom

## 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: Manatee Elementary will ensure a family friendly school environment and atmosphere, by offering parent workshops and trainings. The implementation and evaluation of the plan are conducted by a professional team that includes teachers, an administrator, instructional specialist, parent, and any other individual identified in the plan for school year. Plan description: alignment with state content and student performance standards, mentoring programs offered to new teachers, training provided to staff for school violence prevention and professional development for staff who work with students with disabilities.

## 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: Manatee Elementary will hold a general meeting where information will be presented and discussed about the Title I program, the curriculum and academic assessments. Parents will be informed about scheduling a Parent-Teacher Conference and have the opportunity for participation in decision-making related to the

education of their child/ren. Upon conclusion of the general meeting, parents will be invited to visit their child's classroom and meet some school staff. During visits, teachers will provide additional information on the subjects they teach, assessment plans, and how parents can assist their child/ren at home. Sign in sheets will document attendance. Written communication will be available in English and Spanish. Interpreters will be available to all parents to ensure that they are able to fully participate and have a clear understanding of their child's education. This includes translation services for deaf and blind impaired. Both positive and negative Parent comments about the Title I Program will be submitted with Title I documents and plans to the District's Federal Program office.

## 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 parent and family engagement plan is summarized, written into a document that will be printed in English and Spanish and given to all families. Interpreters will be provided. If other languages are needed the schools will contact the TI office where a school district interpreter may be provided. American Sign Language translation will be available through coordination with Manasota Lighthouse for the Blind and Community Center for the Deaf and Hearing impaired. We have acquired the Black Board Connect Ed, an automated telephone service. We use this to inform and alert parents in English and Spanish regarding upcoming events and activities during the school's calendar year.

## 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:

- GET is involved in making home visits (treasure box for attendance, attendance issues, family issues, new students)
- Special events such as: Donuts for parents, Grandparent Day, Unity Day, Holiday events, Hispanic Heritage, etc.

## Uploads

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

### **2019-20 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)

**2020-21 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)