



MIAMI-DADE COUNTY PUBLIC SCHOOLS
2018-2019 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

REVIEWED
NAME: *MP*
DATE: *12/4/18*
TITLE I ADMINISTRATION

School Name:

Loc. #:

Principal's Name:

Hereby certifies that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on the Parent and Family Engagement Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited. This plan has been jointly developed and agreed upon by stakeholders (i.e., staff, families, community members, etc.) in compliance with Title I Federal funding regulations. The school will adhere to the plan of action for parent and family engagement activities throughout the academic year and will ensure its transparency of efforts by providing communication to parents and families in multiple languages, flexible meeting times, needs-based workshops, and accommodations to parents and families with special needs. Additionally, the school will disseminate this document in multiple languages and make it accessible by making it available on our school's website. The school will also ensure that its PFEP is aligned to the School Improvement Plan (SIP) for the current school year.

PARENT AND FAMILY ENGAGEMENT PLAN ASSURANCES

The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA;

Engage the parents and family of children served in Title I, Part A, in decisions about how Title I, Part A, funds reserved for parental involvement are spent [Section 1116(a)(3)(b)];

Jointly develop/revise with parents and family the School-level PFEP, distribute it to parents of participating children, and make the plan available to the local community [Section 1116 (b)(1)];

Engage parents and family, 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-level PFEP and the joint development of the schoolwide program plan under Section 1116(c)(3);

Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan [Section 1116(a)(E)];

If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent comments with the plan when the school submits the plan to the Local Educational Agency (LEA) [Section

Provide each parent and family with an individualized student report about the performance of their child on the State assessments [Section 1112(e)(1)(B)(i)];

Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(ii)]; and

Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112 (e)(1)(A)].

Date Signed



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MISSION STATEMENT

To enhance parent and family engagement, access, and advocacy in order to build parents' and families' capacity for stronger parent, family, school and community engagement, in support of measurable improvement in student achievement.

Describe how the School-level PFEP is a shared responsibility and how parents/families will assist in providing high quality instruction for all learners.

Focus Area	Evidence	Meeting Date
The School-level PFEP is a shared responsibility.	<input checked="" type="checkbox"/> The PFEP is jointly developed with, agreed upon with and distributed to all parents	09/05/18
	<input checked="" type="checkbox"/> Conduct review meetings for parents and staff, before the end of the school year and prior to the final approval of the PFEP	09/13/18
	<input type="checkbox"/> Other (specify below): Distribute and Share the PFEP at EESAC	
Focus Area	Evidence	Timeline
Parents/families will assist in providing high quality instruction for all learners.	<input checked="" type="checkbox"/> School-Parent Compact	August 2018 - June 2019
	<input checked="" type="checkbox"/> Monitoring attendance	August 2018 - June 2019
	<input checked="" type="checkbox"/> Monitoring homework completion	August 2018 - June 2019
	<input checked="" type="checkbox"/> Participation in decisions relating to the child's education	August 2018 - June 2019
	<input type="checkbox"/> Other (specify below):	

INVOLVEMENT OF PARENTS

Describe how the school will involve parents and families in an organized, and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how funds for Title I will be used [ESEA Section 1116].

Focus Area	Evidence	Meeting Date
Parents and families' engagement in the planning, reviewing, and improvement of Title I programs.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/05/18
	<input type="checkbox"/> Other (explain)	
Parents and families' engagement in the decision-making process of how funds for Title I will be used.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/05/18
	<input checked="" type="checkbox"/> EESAC meetings	8/30/2018
	<input type="checkbox"/> Other (specify below):	

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe how the school site will coordinate and integrate parent and family engagement programs and activities. Describe how these activities will teach parents how to help their child(ren) at home [ESEA Section 1116].

Coordination with Other Programs	Activity	How Will Participation in the Activity Teach Parents to Help Their Children at Home
<input checked="" type="checkbox"/> Head Start	Meetings and Workshops	Strategies provided to parents of preschoolers will establish a strong academic foundation.
<input checked="" type="checkbox"/> VPK	Meetings and Workshops	Strategies provided to parents of VPK students will help build a strong academic foundation.
<input checked="" type="checkbox"/> Title III (Tutoring for EL)	Meetings and Workshops	Strategies provided to parents of EL students will help enhance their academic performance.
<input checked="" type="checkbox"/> Title IX (Project UP-START)	Support Services	Resources provided to families in transition will help students overcome barriers to learning.
<input checked="" type="checkbox"/> Title I, Part C (Migrant)	Support Services	Resources provided to migrant families will help students overcome barriers to learning.
<input checked="" type="checkbox"/> Title I, Part D (Alternative Outreach)	Support Services	Wrap-around services provided to families of referred students will support academic growth.
<input type="checkbox"/> Other (specify below):		



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TITLE I ANNUAL PARENT MEETING

Describe the specific steps the school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I Schoolwide Program. Include a description of the nature of the Title I Schoolwide Program that is shared with parents. Describe how the school will communicate topics such as school performance data, school choice, and the rights of parents at the annual meeting. Describe how the school site will document that the communication has been provided to stakeholders.

Activity/Tasks	Description	Evidence of Effectiveness
Advertise (Before)	<input checked="" type="checkbox"/> Connect-ED Messages <input type="checkbox"/> Apps <input checked="" type="checkbox"/> School Calendar <input checked="" type="checkbox"/> Flyers <input type="checkbox"/> School Newsletter <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> School Marquee <input type="checkbox"/> Other (specify below):	Number of parents who attended the Title I Annual Meeting as evidenced by the sign-in sheet(s): <div style="text-align: center;">114</div>
Delivery (During)	<input checked="" type="checkbox"/> Title I PowerPoint (Program Overview, Budget Allocation, Curriculum, ESSA Law, School Performance) <input checked="" type="checkbox"/> Consultation & Complaints <input checked="" type="checkbox"/> Title I School-level PFEP, School-Parent Compact, & Parent Rights	<input checked="" type="checkbox"/> Agenda <input checked="" type="checkbox"/> Compilation of Parent Survey Results <input checked="" type="checkbox"/> DAC/PAC Representative Form <input checked="" type="checkbox"/> Evidence of Social Media Posts <input checked="" type="checkbox"/> Minutes <input checked="" type="checkbox"/> Monthly Report Attendance Data <input checked="" type="checkbox"/> PFEP Template <input type="checkbox"/> Photos of Meeting <input checked="" type="checkbox"/> PowerPoint Presentation <input checked="" type="checkbox"/> School-Parent Compact <input checked="" type="checkbox"/> Sign-sheets <input checked="" type="checkbox"/> Title I Program Notification Letter <input type="checkbox"/> Other (specify below):
Documentation (During)	<input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Agenda(s) <input checked="" type="checkbox"/> Sign-in Sheets <input checked="" type="checkbox"/> Official Title I School-level Parent and Family Engagement <input checked="" type="checkbox"/> Surveys <input type="checkbox"/> Images, Photos of Meeting Social Media	<input checked="" type="checkbox"/> Agenda <input checked="" type="checkbox"/> Compilation of Parent Survey Results <input checked="" type="checkbox"/> DAC/PAC Representative Form <input type="checkbox"/> Evidence of Social Media Posts <input checked="" type="checkbox"/> Minutes <input checked="" type="checkbox"/> Monthly Report Attendance Data <input checked="" type="checkbox"/> PFEP Template <input type="checkbox"/> Photos of Meeting <input checked="" type="checkbox"/> PowerPoint Presentation <input checked="" type="checkbox"/> School-Parent Compact <input checked="" type="checkbox"/> Sign-sheets <input checked="" type="checkbox"/> Title I Program Notification Letter <input type="checkbox"/> Other (specify below):
Follow-Up (After)	<input checked="" type="checkbox"/> Compilation of official Title I School-level Survey results <input checked="" type="checkbox"/> Meeting Minutes <input checked="" type="checkbox"/> Title I School-level PFEP <input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Monthly Report - Title I Annual Parent Meeting Attendance	<input checked="" type="checkbox"/> Agenda <input checked="" type="checkbox"/> Compilation of Parent Survey Results <input checked="" type="checkbox"/> DAC/PAC Representative Form <input type="checkbox"/> Evidence of Social Media Posts <input checked="" type="checkbox"/> Minutes <input checked="" type="checkbox"/> Monthly Report Attendance Data <input checked="" type="checkbox"/> Completed PFEP Template <input type="checkbox"/> Photos of Meeting <input checked="" type="checkbox"/> PowerPoint Presentation <input checked="" type="checkbox"/> School-Parent Compact <input checked="" type="checkbox"/> Sign-sheets <input checked="" type="checkbox"/> Title I Program Notification Letter <input type="checkbox"/> Other (specify below):



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FLEXIBLE PARENT MEETINGS

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening. Describe how the school will provide, with Title I funds, webinars, teleconferences, video conferences, or home visits, as such services relate to parent and family engagement [ESEA Section 1116].

Flexible Meetings	Meeting Time(s)	Description of Meeting/Activity
<input checked="" type="checkbox"/> Morning Meetings	8:00 a.m. – 12:00 p.m.	Head Start Parent Community Meetings by Rosa Rosell - Parent Intervention Specialist, Professional Development Meetings for parents on various topics
<input checked="" type="checkbox"/> Afternoon Meetings	12:00 p.m. – 4:00 p.m.	EESAC Meetings and Head Start Collaboration Meetings
<input checked="" type="checkbox"/> Evening Meetings	4:00 p.m. – 7:00 p.m.	Open House, Parent Resource Meetings through Parent Support Specialist, and PTA Meetings
Flexible Meetings	Person Responsible (Position[s])	Description of Meeting/Activity
<input checked="" type="checkbox"/> Home Visits	Parent Outreach Specialist	Parent Outreach Specialist, will conduct visit as needed
<input checked="" type="checkbox"/> Webinars	Parent Support Specialist	Trainings in different topics to improve parent participation in their child's education
<input checked="" type="checkbox"/> Conference Calls	Administration Team and Teachers	Administrative Team will communicate with the parents and families through telephone conference calls as well as Connect-Ed Messages
<input type="checkbox"/> Video Conferences		
<input checked="" type="checkbox"/> Face-to-Face Meetings/Workshops	Parent Support Specialist	Parents informational meetings to provide assistance and community resources and Head Start Parent Support Specialist and Family Interventionist
<input checked="" type="checkbox"/> Other (specify below):	Administration	Interpreters for non English speaking parents as well parents in need for special needs.
Child Care , Other		

BUILDING CAPACITY

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement. Include a description of how the school implements activities that build relationships with the community in order to improve student achievement and what materials and trainings will be provided to assist parents/families to work with their child(ren). Provide details on how the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

Activity/Tasks	Person Responsible (Position[s])	Resources/Materials Provided	Description of Implementation
<input type="checkbox"/> The Parent Academy		<input checked="" type="checkbox"/> Brochure <input checked="" type="checkbox"/> Flyers	
<input checked="" type="checkbox"/> Agency Referrals	Counselor	<input checked="" type="checkbox"/> Handouts <input type="checkbox"/> Materials	Rosa Averhof, Counselor will refer students and family to agencies depending on need and agency
<input checked="" type="checkbox"/> Community-Based Partnerships	Assistant Principal	<input type="checkbox"/> PowerPoints <input checked="" type="checkbox"/> School Supplies	Sandra Cue, AP will secure Community-Based Partnerships with the assistance of the School's
<input checked="" type="checkbox"/> EESAC, and Title I Annual Parent Meetings	EESAC and AP	<input checked="" type="checkbox"/> Referral Forms <input checked="" type="checkbox"/> Resources	Title I Annual Parent Meeting will be conducted by Jacqueline Rodriguez, AP and Monthly EESAC
<input checked="" type="checkbox"/> Parent & Family Engagement Workshops	Family Support Specialist	<input type="checkbox"/> Other (list below)	Sandra Cue, AP will coordinate Parent & Family Engagement Workshops for Parents focused on
<input checked="" type="checkbox"/> Official Title I School-level Parent and Family Engagement Surveys	AP		The Title I School-Level Parent and Family Engagement Survey will be distributed and collected to parents by Jacqueline Rodriguez, AP
<input type="checkbox"/> Other (specify below)			Provide Families with resources at the school and in the community based on needs.
<input checked="" type="checkbox"/> Family Support Services (FSA)	Family Support Specialist		



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STAFF DEVELOPMENT

Describe the professional development activities that the school will provide or encourage to educate staff:

- How to value and utilize the contributions of parents/families;
- How to reach out to, communicate with, and work with parents/families as equal partners;
- How to implement and coordinate parent/family programs; and
- How to build upon ties between parents/families and the school.

Activity	Person Responsible (Position[s])	Parent/Family Engagement Focus	Evidence of Effectiveness
<input type="checkbox"/> Online PD to Build Relationships with Parents		Valuing and utilizing parent contributions	Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> M-DCPS Meetings/Training/Workshops	AP & Counselor	Enhancing capacity to work with parents and families	Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> District-sponsored Principal and Title I Facilitator Training Sessions	Principal and AP	Implementing/ Coordinating parent/family programs	Agenda, handouts, PowerPoint presentation, implementation of knowledge gained, and Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> District-sponsored Title I CIS/CLS Training Sessions	AP	Implementing/ Coordinating parent/family programs	Agendas, handouts, PowerPoint presentation, implementation of knowledge gained, and Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> Coordinate PD activities conducted by outside agencies	AP	Communicating with parents as equal partners	PowerPoint, follow-up activity and/or MPPs; sign-in sheets.
<input type="checkbox"/> Professional Learning Community/School-based Project		Implementing/ Coordinating parent/family programs	Sign-in sheet, artifacts (photos, Twitter, etc.)
<input checked="" type="checkbox"/> Other (specify below):	PTA President	PTA Meetings	Flyers, Sign-In Sheet, Artifacts (photos & Social Media)

OTHER ACTIVITIES

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

Content and Type of Activity	Person Responsible (Position[s])	Parent/Family Engagement Focus	Timeline	Evidence of Effectiveness
<input checked="" type="checkbox"/> Parent Resource Center/Area	AP EESAC Chair, Head Start Family Outreach Specialist, Family Support Specialist	<input checked="" type="checkbox"/> Curriculum	From: 8/20/2018	<input checked="" type="checkbox"/> Agenda
<input checked="" type="checkbox"/> The Parent Academy		<input checked="" type="checkbox"/> Assessments		<input checked="" type="checkbox"/> Handouts
<input checked="" type="checkbox"/> DAC/PAC Meetings		<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Minutes	
<input checked="" type="checkbox"/> ESSAC Meetings		<input checked="" type="checkbox"/> Social Media	<input checked="" type="checkbox"/> Sign-in Sheets	
<input checked="" type="checkbox"/> Workshops		<input checked="" type="checkbox"/> Parenting	<input checked="" type="checkbox"/> Photos	
<input checked="" type="checkbox"/> Community-based Partnerships		<input checked="" type="checkbox"/> Data-Driven Instruction	<input type="checkbox"/> Other (Please specify)	
<input type="checkbox"/> Other (specify below)		<input checked="" type="checkbox"/> Parent Portal		To: 06-06-2019

ACCESSIBILITY

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families. Describe how the 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 understand.

Accessibility Focus Areas	Accommodations	Person Responsible (Position[s])/Title(s)	Timeline	Evidence of Effectiveness
Language	<input checked="" type="checkbox"/> Translator/Interpreter <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> Other (specify below):	Lead Teacher	From: 8/20/2018	<input checked="" type="checkbox"/> Accessibility accommodations and translation services statement. <input checked="" type="checkbox"/> Multi-language materials <input checked="" type="checkbox"/> Sign-in Sheets
			To: 06-06-2019	



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Accessibility Focus Areas	Accommodations	Person Responsible (Position(s)/Title(s))	Timeline	Evidence of Effectiveness
Parents with Special Needs	<input checked="" type="checkbox"/> Handicapped Parking <input checked="" type="checkbox"/> Wheelchair Accessible Ramp <input checked="" type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Other (specify below): <div style="border: 1px solid red; height: 20px; width: 100%;"></div>	Lead Teacher	From: 8/20/2018	<input checked="" type="checkbox"/> Accessibility accommodations and translation services statement. <input checked="" type="checkbox"/> Images and Pictures <input checked="" type="checkbox"/> Sign-in Sheets
			To: 06-06-2019	

COMMUNICATION

Describe how the school will provide timely information about the Title I Schoolwide programs. Describe and explain the curriculum at the school, and the forms of assessment used to measure student progress; the achievement levels students are expected to obtain; and identify students who are at risk of not meeting state standards on performance standards assessments. Describe how the school, if requested by parents, will provide opportunities for regular meetings in order to formulate suggestions and to participate, as appropriate, in decision-making related to the education of their child(ren). Provide a description of how the school will submit parents/family's comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116].

Communication Focus Areas	Content and Type of Activity	Date	Number of Participants	Evidence of Effectiveness
Title I	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/05/18	114	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	08/30/18	18	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	09/04/18	5	
	<input checked="" type="checkbox"/> Mailout to Parents	08/29/18	15	
	<input type="checkbox"/> Title I Parent Newsletter			
	<input type="checkbox"/> Other (specify below): <div style="border: 1px solid red; height: 20px; width: 100%;"></div>			
Curriculum	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/05/18	114	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> FSA Night	02/13/19		
	<input type="checkbox"/> Science Fair/Night			
	<input type="checkbox"/> Reading Under the Stars			
	<input checked="" type="checkbox"/> Open House	09/05/18	138	
	<input checked="" type="checkbox"/> EESAC	08/30/18	18	
	<input checked="" type="checkbox"/> Student Backpack	08/20/18	402	
	<input checked="" type="checkbox"/> Website	08/20/18	1	
	<input type="checkbox"/> Other (specify below): <div style="border: 1px solid red; height: 20px; width: 100%;"></div>			



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Communication Focus Areas	Content and Type of Activity	Date	Number of Participants	Evidence of Effectiveness
Assessment/ Achievement Levels	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/05/18	114	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	08/30/18	18	
	<input checked="" type="checkbox"/> Open House Night	09/05/18	138	
	<input checked="" type="checkbox"/> Response to Intervention (RtI)	08/20/18	25	
	<input checked="" type="checkbox"/> Links to websites containing Assessment/Data Information	08/20/18	1	
	<input type="checkbox"/> Other (specify below):			
Parent Concerns	<input checked="" type="checkbox"/> PTA/PTSA meeting	10/29/18	4	Number of parents who attended the meeting as evidenced through the sign-in sheet(s). Official Parent Survey Compilation of Results.
	<input checked="" type="checkbox"/> EESAC meeting	08/30/18	18	
	<input checked="" type="checkbox"/> Official Title I School-level Parent and Family Engagement Surveys	08/20/18	31	
	<input type="checkbox"/> Other (specify below):			
Attendance	<input type="checkbox"/> Parent/Teacher Conference			Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s).
	<input type="checkbox"/> Truancy Child Study Team			
	<input checked="" type="checkbox"/> Meetings with School Social Worker	11/28/18	12	
	<input type="checkbox"/> Other (specify below):			

DISCRETIONARY ACTIVITIES (OPTIONAL)

Describe 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.)

Discretionary Activities Focus Areas	Content and Type of Activity	Person Responsible (Position(s)/Title(s))	Timeline	Evidence of Effectiveness
<input type="checkbox"/> Transportation				
<input type="checkbox"/> Home Visits				
<input type="checkbox"/> Literacy Training				
<input type="checkbox"/> Community/Faith-based Organization Collaboration				
<input type="checkbox"/> Other (Specify below):				



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BARRIERS

Provide a description of the barriers that hindered participation by parents during the previous school year. Describe the steps the school will take during the upcoming school year to overcome the barriers (with attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

Barrier(s)	Plan of Action (Steps)
Please select a minimum of three (3)	What is the school doing to overcome the identified barriers?
<input type="checkbox"/> Language	N/A
<input type="checkbox"/> Disabilities	N/A
<input checked="" type="checkbox"/> Transportation	Parents often express concerns with attending meetings due to their lack of transportation to and from the school. In an effort to include all parents, we will hold meetings before school, at drop off, and immediately after dismissal to ensure that parents that are able to secure transportation to the school to drop off and pick up can stay and participate. This will reduce the need to return to the school at another time of the day. In addition, the parents that do not have transportation and whose children ride buses, will receive in-
<input checked="" type="checkbox"/> Child Care	Child Care will be provided through the use of volunteers (teachers, paraprofessionals and/or support staff) to provide reading activities, educational games, and art/music/PE activities for students while their parents participate in Professional Developments and/or Meetings.
<input checked="" type="checkbox"/> Unfamiliar with School System	Informational Sessions will be conducted by the Head Start Family Outreach Specialist, Title I Family Support Specialist, and Administration to provide information to parents and families on the School System and other resource in an effort to assist them in feeling comfortable and capable of participating without limitations.
<input type="checkbox"/> Cultural Differences	N/A
<input checked="" type="checkbox"/> Work Scheduling Conflict	Meetings and activities will be conducted at various times and days for the week, to include weekends, to assist working parents with limited time to assist to be able to participate. The length of the sessions will be altered to provide short sessions (half hour blocks) as well as more lengthy sessions (one hour or more) to assist parents with limited timeframe. This will be done through a "RSVP" type invite to be able to gauge parent availability.
<input type="checkbox"/> Homelessness	N/A

Deadline to submit the School-level Parental & Family Engagement Plan (PFEP) is Tuesday, October 9, 2018.