

ACPS Title I Parent and Family Engagement Plan

I, Karen Clarke, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. 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 this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. 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.

Assurances

The school will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in all of its Title I, Part A programs consistent with Section 1116 of the Every Student Succeeds Act (ESSA). Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]

The school will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part will develop a Home-School Compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [ESSA Section 1116(d)]

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]

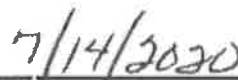
The school will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities. [ESSA Section 1116(3)]

The school will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and is expected that to carry out programs, activities, and procedures in accordance with this definition.

The school will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).



Signature of Superintendent



Date Signed

Mission Statement

The School Board of Alachua County recognizes that a child's education is a responsibility shared by the school and family. To support the goal to educate all students effectively, the school and families must work in close collaboration with one another. It is the desire of the Board to strengthen family engagement and family empowerment through a policy that addresses family choices and responsibilities; to link with community services; to provide opportunities for family engagement in the development, implementation, and evaluation of family programs; and to provide opportunities for families to participate on school advisory councils and in school volunteer programs and other activities. Toward this end, the Board supports the development of a relationship between the school and home that fosters:

- a. Communication between the home and school on a regular and on-going basis;
- b. Families playing an integral role in increasing student academic achievement;
- c. A welcoming environment for families at school, and their support and assistance being actively encouraged; including participation in school advisory councils and PTA;
- d. A set of clear expectations of good student behavior, attendance, and academic performance.
- e. The Parent Academy and the mobile Parent Academy bus is a resource to empower families. This will encompass utilizing and forming partnerships with community resources, healthcare providers and social services to strengthen school programs, family practices, parent training/education and student learning.

Engagement of Families

The District will involve parents and families in the planning review, and improvement of Title I programs including family engagement and in the decisions regarding how funds for family engagement will be used by including parents and families in the development and annual review of:

- School-wide Improvement Process
- The District Parent and Family Engagement Plan
- How the funds reserved for Parent and Family Engagement will be spent

Title I families will be invited to School Improvement, Family Engagement Activities, and Input Meetings through notices, personal and written contacts, school marquee announcements, posters, Sky Alert messages, and website postings, to: identify goals, discuss funding allocations and decisions regarding district parent and family engagement activities.

School-based Title I Annual Meetings are held at the start of the school year, conducted by the school Principal and Title I staff, to inform families of their school's participation in the development of the Parent and Family Engagement Plan and their right to be involved. Families are also encouraged to participate in school meetings by the Title I letter contained in the Parents' Rights packet distributed at the beginning of school.

School level Parent and Family Engagement meetings are convened in the Spring of each year where focus groups discuss activities and funding, identifying goals and objectives, review input collected through written surveys, and minutes from school level SAC or Parent/Families Input Meetings. The District Parent and Family Engagement Committee uses the activity evaluations and survey information from individual schools for the review and revision of the District Family and Parent Engagement Plan.

The required 1% of the district's Title I allocation will be set aside for parent and family engagement. Of this 1% amount, 90% will be allocated to schools to be used for school-based parent and family engagement activities, which are designed to meet the specific needs of students and families at each school. These activities are identified and developed through an overall consensus during the review process and in conjunction with SAC or Charter School Boards.

Technical Assistance

The District will provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent and family engagement activities which build the capacity of families to improve the academic achievement of their child and overall school performance through the following activities:

- Technical assistance for all aspects of the Title I, Part A program will be conducted during ongoing site visits throughout the school year by the Title I staff.
- Information, materials, and training not otherwise available to help parents with their child's achievement will be provided during quarterly Title I Lead Teacher trainings and through ongoing consultation.
- Parent and Family Engagement activity pre-approvals submitted by Title I schools will be reviewed to ensure training/workshop has an academic focus, uses materials that are evidence based, and that families will be able to use the materials to work with their child to improve their child's academic achievement.
- Opportunities to enhance the awareness of the importance of family out-reach and effective home-school communication will be emphasized to principals, teachers and support personnel as a means of improving home-school partnerships. This can be accomplished through Professional Learning Communities and Staff Development that focuses on working with families, engaging families, and scaffolding the characteristics of family friendly schools. Technical assistance on evidence based articles, programs and activities will be provided during site visits and District trainings.
- Information is sent home in a language and form that parents can understand by providing translations with Via Language and Trans Act to the extent practicable.
- Information on the ACPS Adult Literacy Program and its County contact will be made available in each Title I school's Parent and Family Resource Area.
- The Title I Lead Teachers from each school will attend quarterly trainings regarding strategies to promote Parent and Family Engagement.
- Title I Teacher Specialist will utilize the state checklist to review each school's Parent and Family Engagement Plans annually to ensure compliance and that planned activities will provide meaningful opportunities for families to be involved and engaged in their child's education. Technical assistance will be provided during school site visits and district trainings, and via email and phone conversations.

Coordination and Integration

The District will coordinate and integrate the following Parent & Family Engagement programs and activities with other Federal Programs, to the extent feasible and appropriate, in an effort to teach parents how to help their children at home.

| Program | Coordination |
|---|--|
| Title I, Part A & Early Childhood Education | The District provides ongoing collaboration and coordination with the Early Childhood Staff, Title I District Staff, and school site staff to provide programs for Early Childhood Education families. Materials are provided to aide with the transition to Kindergarten. Early Childhood Staff and school staff at various sites will conduct this in the spring. Other programs include Readiness Skills, Parenting Workshops and Workshops for Families. Title I funds may be utilized to purchase materials for students and families to aid in the transition to Kindergarten to be distributed at Kindergarten Round-up. |
| Title I, Part A & C (Migrant) | The District provides ongoing collaboration with the Migrant Education Coordinator; Director of Grants, Acquisitions and Special Projects and District Title I Staff to coordinate activities, update events and to provide program information. Staff and migrant families are also invited to participate in the District Title I meetings. The Migrant Education office and the Title I schools will work together to identify participating families quarterly. English/Spanish Homework Dictionaries for Parents are available for checkout in all Title I schools. These materials, as well as other materials in English/Spanish are located in the Parent and Family Resource Area. The LEA provides a digital monthly newsletter available in Spanish. Title I funds may be utilized to purchase materials for students and families to aid in the transition to Kindergarten to be distributed at Kindergarten Round-up. |

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| Title I, Part A & Title IX (McKinney-Vento) | The District provides ongoing collaboration with the Homeless Coordinator; Director of Grants, Acquisitions and Special Projects and Title I District Staff to coordinate activities, update events, and to provide program information. Title I also pays a portion of the Homeless Coordinator's salary, as well as the salary for a Paraprofessional who works 30 hours per week with students at Non-Title I schools. The Homeless Education Office and the Title I Schools will work together to identify participating families. Title I provides funding for caps and gowns for homeless high-school graduating students. Title I funds may be utilized to purchase materials for students and families to aid in the transition to Kindergarten to be distributed at Kindergarten Round-up |
| Title I, Part A & Title III (ESOL) | The District provides ongoing collaboration with the ELL Teacher Specialist; Director of Grants, Acquisitions and Special Projects and District Title I Staff to coordinate activities, update events, and to provide program information. English/Spanish Homework Dictionaries for Parents are available for checkout in all Title I schools. Title I funds may be used to purchase Homework Dictionaries for Parents in other languages as practicable to help facilitate engagement in academics. These materials, as well as other materials in English/Spanish are located in the Parent and Family Resource Area. Title I also contributes toward the cost of Trans Act and after school tutoring for ELL students. Title I may be utilized to purchase materials (in English and Spanish) for students and families to aid in the transition to Kindergarten to be distributed at Kindergarten Round-up. The LEA provides a digital monthly newsletter available in Spanish. |
| Title I, Part A & D (Neglected and Delinquent) | The District provides ongoing collaboration with the Title I Part D Teacher Specialist, Director of Title I and District Title I Part A Staff to coordinate parent activities at the four DJJ Centers. |

Annual Evaluation

The District will involve parents and families in an annual evaluation of the content and effectiveness of this parent and family engagement plan in improving the academic quality of the Title I schools by:

- Meeting annually with the Parent and Family Engagement Committee for input into the development, implementation, review, evaluation, and revision as needed of the existing District Parent and Family Engagement Plan through creating focus groups, analyzing participation data, and collecting written and online surveys which includes information on barriers to participation.
- Gathering data from the Parent and Family Engagement Activity Report. Title I Family Evaluations documenting the participation and implementation of each family engagement program in Title I schools will be reviewed annually. The data is compiled in the Title I Annual Parent and Family Engagement Evaluation report in the spring of each year. The results are reviewed and shared during Title I trainings each Fall and is disseminated to all Principals. The results will be used by District Staff, Principals, families and school staff to evaluate programs, increase participation, address barriers to participation, adjust programs and projects, and to revise plans to meet the needs of the students and families.
- Coordinating with the Parent Academy staff to assist schools with marketing parent and family engagement activities.

Building Capacity – Parent/Family Engagement Activities

The District will implement the following activities as a means to build the capacity for strong parent and family engagement and to support a partnership among the school, families, and the community to improve student academic achievement.

| Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--|--|---|--------------------|---|
| Provide access to Parent newsletter: Parents Make A Difference-A monthly research based newsletter for parents available in English and Spanish. | Title I Staff Title I Lead Teachers | Improve the ability of families to work effectively with their child and to work effectively with teachers and school staff. | August - June | *Sign-in sheets *Activity logs |
| Parent and Family Engagement Committee Meeting: Program planning, building capacity at schools, discussing barriers, and review & revise District Plan | Title I Staff Title I Lead Teachers PFEP Committee | By discussing and addressing survey results, identifying barriers, building capacity, defining expectations and goals; the district can facilitate appropriate activities and promote increased family engagement as a means to increase student achievement. | February - May | *Sign-in sheets *Focus group comments *Survey and evaluations results |
| LEA Level Family Engagement Workshops | District Title I Staff | Improve the ability of families to work effectively with their primary age child and with teachers and school staff. | August - March | *Sign-in sheets *Agendas *Evaluations |
| Distribute District-wide Title I Beginning of School Packet which includes: *District & School Parent and Family Engagement Plans *Title I Home-School Compact *Parents' Rights Letter *Complaint procedures | Title I Director Title I Staff Title I Lead Teachers | Increase communication, provide updates of functions, family notifications and resources | August - September | *Sign-in sheets *Family input & evaluations results |
| Hold school level Title I Annual Meetings at flexible times/dates. | Principal Title I Staff Title I Lead Teacher | Meeting to explain school's participation in Title I, Part A Programs, Explain Title I Part A requirements, Review Part A and Parent and Family Engagement budgets and inform families of their rights to be involved in these programs and decisions. | August - September | *Agenda *Minutes *Sign-in sheets *Family input & evaluations results |

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|---|---|--|--------------------------|--|
| <p>Utilize Title I funding to provide materials to families of pre-school age children to aid in the transition to Kindergarten. These materials may be distributed as part of the Kindergarten Round-up event hosted at each school.</p> | <p>Title I Staff Title I Lead Teacher</p> | <p>Increase communication and improve the ability of families to work effectively with their child; to develop collaborative relationships with teachers. Increase family engagement and student achievement</p> | <p>May</p> | <p>*School survey *Sign in sheets *Family input & evaluations results</p> |
| <p>Facilitate Home-School Communication Systems / student planners at school wide Title I schools.</p> | <p>Title I Staff Title I Lead Teacher</p> | <p>Increase communication and improve the ability of parents to work effectively with their child; to develop collaborative relationships with teachers, increase parent engagement and student achievement.</p> | <p>September</p> | <p>*School survey *Sign in sheets *Family input & evaluations results</p> |
| <p>Maintain a Parent and Family Resource Area at each Title I school Parent and Family Engagement funds may be used to purchase materials for the school based Parent and Family Resource Area for check-out and to provide training to families on the use of the materials to help facilitate learning at home.</p> | <p>Title I Staff Title I Lead Teacher</p> | <p>Increase family engagement and student achievement.</p> | <p>August - June</p> | <p>*Sign in sheets *Materials Check-out Log *Family input & evaluations results</p> |
| <p>Support a Home-School Liaison in schools, by request, to support family engagement through home visits, parent skills training, academic and attendance support, and connections to local service agencies.</p> | <p>Principal Lead Teacher</p> | <p>Increase family engagement, student attendance, and student achievement.</p> | <p>August - May</p> | <p>*Goals for each criteria will be established jointly with the school administer as the beginning of the year. *Liaisons will keep daily logs of activities and travel both of which will be submitted monthly to the Title I office for review.</p> |

Staff Training

The District will provide the following professional development activities to educate the teachers and school staff in how to reach out to, communicate with, and work with parents and families as equal partners and in how to implement and coordinate family programs, and build relationships between families and the school.

| Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--|--|---|--------------------|---|
| The District will provide information and strategies to the Title I Lead Teachers on implementing effective Parent and Family Engagement during quarterly trainings. | Title I Staff Title I Lead Teachers | Improve the ability of staff to work effectively with families | August - May | *Parent and Family Engagement Activity Logs for 1st and 2nd semester *Sign-in sheets, *PFEP Evaluation Report |
| Training of Title I Lead Teachers from schools using home-school communication systems or student planners provided by Title I funds, with the expectation that these Lead Teachers will train their faculty, students, and parents. | Title I Staff Title I Lead Teachers | Improve effective communication between home and school. Improve family engagement and student engagement. | August - September | *Parent and Family Engagement Activity Logs for 1st and 2nd semester *Sign-in sheets, *Family input & evaluations results |
| Provide Title I Lead Teachers with opportunities to collaborate and share best practices for parent and family engagement activities and provide a medium for accessing effective activities. | Title I Staff | Improve effective family engagement activities and increasing student achievement | August - May | *Parent and Family Engagement Activity Logs for 1st and 2nd semester *Sign-in sheets *PFEP Evaluation Report |
| Family Engagement book study with school based Title I Lead Teachers using the book, <i>201 Ways to Involve Parents</i> by Betty Boulton. | Title I Staff Lead Teachers | Improve effective communication between home and school. Improve family engagement and student engagement | August - May | *Sign in sheets *Agendas *Draft of 2021-22 PFEP |

Communication and Accessibility

The District will provide full opportunities for participation in parent and family engagement activities for all parents including parents with limited English proficiency, disabilities, and migratory children by:

- Providing the District Parent and Family Engagement Plan to all Title I families in English and Spanish as appropriate. Copies are available at each school in the Parent and Family Resource Area as well as the District Title I office located at Prairie View Academy. The District Parent and Family Engagement Plan (Eng. & Sp.) will be posted on the District Title I website and linked to each Title I schools' website. The District will work to have an audio version of the Parent and Family Engagement Plan posted to the District Title I website for the visually impaired that will also be linked to each Title I school's website.
- Providing schools with information on local agencies that provide assistance for families with disabilities. (Example: Center for Independent Living) The District will utilize Trans ACT documents and contract with the Via Language Company to provide translations for school-related documents, to the extent possible, for families in a language and form they can understand. Also, the District will monitor through monthly site

visits and provide support to the Title I ELL students in the county. Student data that reflects changes in population will be collected and reviewed at schools on a quarterly basis to ensure that information is available to families in a language and form they can understand, to the extent feasible, as needed. The District will monitor schools following the reports with site visits to ensure that information is available to families.

Discretionary Activities

The District Parent and Family Engagement Plan includes the following additional discretionary activities that the District, in consultation with the parents, chose to undertake to build parents' and families' capacity for involvement in the school and school system to support their children's academic achievement.

| Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|---|---|---------------------------|---|-----------------|
| Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. | Pay requested reasonable childcare and transportation expenses to enable families to attend meetings. | Title I Lead Teacher | Increase participation by reducing barriers to families participating in school events. | August - May |
| Maximizing parental and family engagement in their children's education by arranging school meetings at a variety of times. | Title I Lead Teachers are responsible for collaborating and facilitating flexible time frames for all meetings. | | | |
| Conducting in-home conferences between teachers or other educators, who work directly with participating children for families who are unable to attend those conferences at school. | Each Title I school will offer at least 1 parent/family engagement training each semester in addition to the required Title I Annual Meeting held in the beginning of the year. | Title I Lead Teacher | Increase participation by reducing barriers to families participating in school events. | August - May |

TITLE I COMPLAINT PROCEDURE

A "Title I Complaint" is an allegation that the administration has violated a federal or state regulation or guideline pertaining to the Title I program. Administrative procedures for handling complaints are designed to resolve the complaint at the lowest level possible.

Procedure: All Title I complaints will be processed as follows:

- Title I Complaints should first be addressed to the local school principal. A parent who has a complaint may have a conference with the principal and appropriate school personnel. The principal is expected to make a good faith effort to resolve any differences. Within fifteen (15) calendar days after becoming aware of the complaint, the principal will notify the Director of Title I of the issues under dispute and the action(s) that the school has taken.
- If the complaint has not been resolved, the parent may meet with the district's Director of Title I or the designated representative to discuss his or her concerns. The Director will explain to the parent any federal regulation or state guidelines that apply.
- Within fifteen (15) calendar days after the conference, the Director will send a written report to the parent that sets forth any agreement or decision reached during the conference. The report will be sent to appropriate persons.
- The parent has the right to appeal to the state education agency (SEA) a decision of the local education agency (LEA) within thirty (30) calendar days from the receipt of the written report.
- All survey comments of "unsatisfactory" from parents of participating children will be submitted with the district's LEA plan to the SEA.