

Title I, Part A Parent and Family Engagement Policy Manatee School of the Arts & Sciences (2101) 2020-21

Review of 2019-20 Parent and Family Engagement

We felt that we did not communicate enough with our parents last year and build relationships within the community as well as we could have. Like many schools, we struggle with getting parents involved in the school. The engagement activities that were planned last year, were done well, however the turnout was less than stellar. This year we are making an effort to reach out in new ways and in places in which our parents would like to come. We are also making ourselves available at times that are more convenient for our parents. We are basing these updates off feedback from the parents that did attend meetings last year, or from those telling us why they were unable to come.

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:

Families/Parents play an integral role in assisting their child's learning; therefore, the MSAS faculty and staff will encourage parents to be actively involved in their child's education through timely invitations to parent meetings, events and workshops; opportunities for volunteering and collaboration with the community.

2020-21 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 no areas of significant weakness; however, we know from parent comments throughout the year that communication between the school and parents needs to improve a great deal. We applied the need for communication and other staff perceived weaknesses and develop a written parent and family engagement policy and compact. The policy 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 in attendance are given the opportunity to review the policy and offer input prior to approval. The policy and compact detail the specific parent activities and strategies that we will offer throughout the year such as Family Fun Nights, Masterpiece Showcases, Open House nights, and welcoming parents as volunteers.

We also utilize of weekly newsletters and ClassDOJO, an online application, to inform parents of events and activities. Additionally, we use 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 staff has the responsibility of developing, implementing, and evaluating the various school level plans with input from the parents. 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 staff members to determine needed changes. Input is gathered during parent meetings regarding how parental involvement funds will be used.

***COVID changed the way in which we primarily communicated with parents. We rely more heavily on online communication and stream technology to get info out to our parents. With an increased wariness of touching, mail and possible contamination, digital dissemination and documentation is the new norm for our parents. We plan to hold our meetings virtually via our in-school streaming technology.**

***Input from those not in attendance is gathered by using our Class Dojo school communication system, email, calls to the school, polling responses from our mass-calling system, Survey Monkey polls and teacher communication via Google Classroom.**

2020-21 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]

***MSAS collaborates with several community programs, including the Bradenton Pirates (Real Men Read Event), the Cedar Hamock Fire Dept Awareness Programs, Chuck E. Cheese Parent Nights, Various other food services offering location and meals for meetings and incentives for students, and the local Crime Stoppers dept at Manatee County Sherriff's Dept.**

Count	Program	Coordination
1	Title I	We will collaborate with the District's Title I resource staff to maintain compliance and exemplary practices.

2	Homeless	We will work together with Project Heart to provide resources, school supplies and uniforms for homeless students to remain in school.
3	ESOL	We will work with our ESOL/Migrant HSL to assist with communication, increase communication and accessibility for non-English speaking families.
4	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.
5	OSA	We will work with OSA to provide choice opportunities for our families.

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)].

Count	Activities and Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and/or presentation materials that address the required components	Principal or designee	On going	Title I documentation box housed in the office
2	Develop and disseminate invitations based on school needs	Principal or designee	On going	Evaluation sheets
3	Advertise/publicize the event and promote attendance and importance of participation.	Principal or designee	On going	ClassDOJO message logs, telephone logs, copy of newsletter, polling data
4	Hold the Meeting	Principal or designee	Fall	Notes/Sign-in Sheet
5	Evaluate the Meeting	Principal or designee	Fall	Aggregated Evaluation Form

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:

MSAS distributes a letter describing the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals on the first day of school. MSAS provides (by mail) each family with an individualized student report about the performance of their child(ren) on the State assessments within one week of receiving the reports from the State. MSAS will send a letter notifying each family when their child has been assigned, or has been taught for four or more consecutive weeks, by a teachers who is out of field...this letter will be sent out the first day after the end of the fourth week.

***MSAS provides various handouts which explain how to interpret the data received. Teachers are also available to discuss the details of individual’s data.**

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:

MSAS provides family events at various times and on various days which include academic and social components. We vary these dates and times based on feedback from the parents and move the times up or back to accommodate the majority of our parents. 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.

Count	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Family Nights (including behavior management, Kindergarten Literacy, etc.)	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement.	On going	Agenda, sign-in, notes

2	Actively recruit parents and community members to volunteer at school thru parent meetings, ClassDOJO, Weekly Parent MEMO, etc.	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement.	On going	Volunteer sign-in
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Staff Development

What specific staff training(s) do you have planned (understanding poverty, parent communication, effective conferences and communication, trauma training, REMIND/Class DoJo/Parent Portal/emails, etc.)?

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]

***Family engagement is a frequent topic of discussion between Administration and Instructional staff. This year an increased effort has been made at continuous and prolonged communication with families, focusing on the benefits and importance of doing so. School-wide agendas have been distributed and are in weekly use to improve communication and engagement. We frequently discuss the impact that engaged families can have on our students and school.**

Count	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Staff Training (CPR, Mental Health First Aid for Youths, ClassDOJO training)	Principal or designee	Higher levels of staff awareness correlates to higher levels of student achievement.	Fall	Sign-in Sheet; PD
2	Actively recruit parents and community members to volunteer at school. This is done thru ClassDOJO, Parent Memos, etc.	Principal or designee	Higher levels of parent's involvement correlates to higher levels of student achievement.	On going	Volunteer sign-in

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 Family Nights and Showcases for our and their child(ren) because higher levels of parent awareness correlates to higher levels of student achievement. During Open House events, staff members demonstrate 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. This communication is in the form of report cards, progress reports, assessment reports, attendance letters to parents, Parent Portal, flyers, monthly Parent Newsletters, ClassDOJO, and our school website. 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.

***MSAS and it's Administration have a completely open door policy and openly and frequently communicate with parents. Parents have multiple avenues of relaying concerns or complaints. Class Dojo serves as the school's main Parent/School communication device and is used daily by all stakeholders. Input and feedback is solicited frequently.**

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 participation in the parent and family engagement**

activities including parents with limited English proficiency, disabilities, homeless families and migratory children. In addition to weekly newsletters being sent home, all meetings are posted on our school website. The MSAS facility is fully disability accessible.

Teachers will conduct conferences with parents at least twice a year, with follow up as needed. Conference times will accommodate the varied schedules of parents, when possible. We will communicate with parents regarding positive student behavior and achievement. 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:

Discretionary School Level Parental Involvement Policy Components: The school does not plan to implement discretionary parental involvement activities.

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)