

**FY22 Title I Schoolwide Plan - Ed Venture (2521) Parent Family Engagement Plan Summary**

**Mission Statement**

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement.
- explain the purpose of the school's Parent and Family Engagement Plan.
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

**Mission Statement**

It is the mission of EdVenture Charter School to connect, communicate and collaborate with our students and their families to ensure the success of each and every student enrolled at EdVenture. We do this by communicating via a family's most easily understood and/or preferred language, celebrating students successes, and providing needed academic and emotional supports.

**Involvement of Stakeholders** Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.) **1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.**

Name	Title
Barbara Fitz	Executive Director
Cassie Rudder	Principal
Jason Becherer	Dean of Student Behavior
Amanda Bicich	Director of Operations
Leah Levy	ESE Coordinator
Dawn D'Amato	Board President
Stephanie Raab	Parent Liaison
Pamela McCoy	Compliance Coordinator

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.**

Members are selected via email personal contact ..... Stakeholders are invited through newsletters, direct email, announcements on Facebook, and via newsletter. All stakeholders who attend the stakeholder meeting are included in the process. the same is true of SAC meetings, where the stakeholders are collectively invited to equally participate.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

Faculty meeting held in March 2020, Board of Directors (SAC) meetings are held quarterly at 6PM on the last Wednesday in September, December, March, and June.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

Input provided verbally and in writing. The stakeholders decided the Title I parent and family engagement funds will be used for parent training, curriculum supplements, and communication to help parents learn strategies to better assist their students engagement in school ultimately leading to graduation.

**5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.**

Name	Title
Barbara Fitz	Executive Director

**Annual Meeting**

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

**Brief Narrative**

**1. What is the actual date, time and location of the Annual Meeting?**

Friday, October 8th in the Cafe

**2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).**

Notification/Invitation sent via direct email, in newsletter, and on Facebook Page

**3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.**

Invitation, agenda, sign-in sheet/electronic sign-in, recording templates, evaluation and Powerpoint presentation and zoom platform for virtual meeting. Copies of the FY22 School-Parent Compact and FY22 SWP The powerpoint will inform parents about: What it means to be a Title I School; EdVenture's Title I Schoolwide Plan; EdVenture's Parent and Family Engagement Plan, including the School-Parent Compact; Information about special programs such as Migrant Education and McKinney-Vento; and Information about Parent's Right-to-Know

### Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

- [Staff Training for Parent and Family Engagement #1](#)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
How to talk to parents and students exhibiting symptoms of anxiety or OCD	- Identify different types of anxiety and their impact on individual functioning. - Proactively build positive relationships with students and families. - Effectively communicate with students and families. - Support for parents of students with anxiety disorders.	A higher rate of social/emotional and academic growth in students with anxiety and OCD.	Studies show that by supporting students who have anxiety, they will attend regularly and be more effective learners. Student attendance and grades will be monitored as evidence.	November	Barbara Fitz Amanda Bicich

- [Staff Training for Parent and Family Engagement #2](#)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Mindfulness and stress management to build positive relationships	Strategies to better manage emotions Strategies to communicate more effectively Learn strategies to manage difficult students, parents, and colleagues Strategies to create and set a positive learning environment	positive learning environment and effective and productive parent meetings	staff activity demonstrating use of tools	October	Barbara Fitz Amanda Bicich

### Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

• **Parent and Family Capacity Building Training #1**

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)
Progress Monitoring for parents	Parents will learn how to analyze behavior/engagement data to determine when/where students are struggling and how to reinforce positive choices at home.	-analyze completed token economy point cards in training -behavior strategy 'tool box' provided for use at home.	Parents will better understand how to access student data and track student progress.	October/ November	Ms. Fitz Ms. Bichich

**Parent and Family Capacity Building Training #2**

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)
Understanding Graduation Requirements and transition planning	- learn what credits/courses are required - learn what state tests are required - learn other requirements as outlined by the state - determine what is needed for my child to graduate high school - learn what post-secondary options are available	Parents will complete the Student graduation plan/tracking form during the training	Parents will better understand what their student needs to complete to graduate high school as well as post-secondary resources and options.	January	Ms. Fitz and Ms. Bichich

**Coordination and Integration**

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

**Partnership #1**

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
PBCSD McKinney-Vento Program	address problems often faced by children experiencing homelessness and youth enrolling, attending, and succeeding in school	collaboration and communication with district MVP staff	as needed

### Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
PBCSD ESE Department	EVCS works closely with our assigned ART as well as the ESE department to provide ESE services to students in the district who are struggling on a traditional school campus. The ESE department assists to match students in need with appropriate academic settings. EVCS is able to provide a small setting with intensive instructional, emotional and behavioral supports to meet these students needs.	collaboration and communication with district staff including but not limited to ART, ESE Director, EBD Program Manager, SEDNET coordinator, etc.	As needed

### Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Vocational Rehabilitation	linking students to postsecondary vocational programming and funds - planning begins in the last semester of their senior year	letter with VR caseworker assignment for our school	offered to graduating seniors

### Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<b>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</b>	<b>List evidence that you will upload based on your description.</b>
EVCS produces and distributes a newsletter monthly with timely information about the Title I programs, meetings, school happenings, important announcements, and other activities.	Newsletter Samples
<b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b>	<b>List evidence that you will upload based on your description.</b>
This information is shared in the IEP meetings and goal progress reports.	sample IEP and goal progress report
<b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b>	<b>List evidence that you will upload based on your description.</b>
This information is shared in the IEP meeting	sample IEP with assessment information

<b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b>	<b>List evidence that you will upload based on your description.</b>
Parents are given the opportunity to participate in decision-making in the IEP meeting. Also, during Stakeholder Meeting and Title I Annual Meeting.	sample IEP with parent input information
<b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b>	<b>List evidence that you will upload based on your description.</b>
Meetings are always scheduled at the convenience of the parent to the best of the school's ability. Meetings can be held anytime between the hours of 7AM and 3PM. Participation is offered by phone, via TEAMS video conferencing, and the student may attend in person if he is a designated-on campus student.	PPN, Contact/Communication Logs

### Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

<b>1. Parents and families with limited English proficiency</b>	<b>List evidence that you will upload based on your description.</b>
Translators are available at the meetings for any parent/family with limited English proficiency. We also send home communications in multiple languages, as feasible. Additionally, we aim to connect staff members who speak the family's native language with families so that they can receive real-time services and support when visiting the school. Sample Evidence may include: translators schedules, copies of communications sent to parents in multiple languages.	translators schedules, copies of communications sent to parents in multiple languages
<b>2. Parents and families with disabilities</b>	<b>List evidence that you will upload based on your description.</b>
As needed accommodations are made for parents and families with disabilities via seating position, ADA compliant facilities, and translators. Also meetings are held on the first floor. Also, we provide handouts for those visually impaired that might not be able to see projector screens well. Sign language translation is provided as needed. Handicapped parking spaces, along with and ADA accessible building are available. Additional room is made in meetings and trainings to accommodate wheelchairs. Audio projection is used during meeting to accommodate hearing impaired. Sample evidence may include: photos of handicapped spaces and building accessibility, copies of sign language interpreters schedules, photos of sign language interpreters translating, photos of wheelchair space in meetings, copies of communications with staff and families regarding accessibility coordination for impairments.	photos of handicapped spaces and building accessibility, copies of sign language interpreters schedules, photos of sign language interpreters translating, photos of wheelchair space in meetings, copies of communications with staff and families regarding accessibility coordination for impairments

<b>3. Families engaged in migratory work</b>	<b>List evidence that you will upload based on your description.</b>
<p>Referrals and case management is provided to families who are engaged in migrant work so that they may be able to better participate in school functions and activities. This includes on campus meetings, phone calls to families, and continuing to follow up with families throughout the year to ensure continuous support. We work with the district's migrant department as well.</p>	<p>communications with migrant families and/or staff regarding migrant support, phone logs, conference notes, SIS Migrant roster (or verification of lack thereof)</p>
<b>4. Families experiencing homelessness</b>	<b>List evidence that you will upload based on your description.</b>
<p>Referrals and case management is provided to families who are experiencing homelessness so that they may be able to better participate in school functions and activities. This includes on campus meetings, phone calls to families, and continuing to follow up with families throughout the year to ensure continuous support. We work with the district's homeless/McKinney Vento department as well.</p>	<p>communications with homeless families and/or staff regarding support for the homeless, phone logs, conference notes, SIS homeless roster (or verification of lack thereof)</p>