

2020-2021 TITLE I PART A PARENT & FAMILY ENGAGEMENT PLAN & POLICIES

CLAY COUNTY DISTRICT SCHOOLS

School Name: Charles E Bennett Elementary 0071



School-Wide Parent and Family Engagement Mission Statement

All school stakeholders take pride in creating a secure and caring learning environment that develops successful, self-motivated learners. The Parent and Family Engagement Program will provide families with support, ideas, parenting resources and educational materials to help students of Charles E Bennett improve academically and grow socially and emotionally.

Assurances

Assurance 9, Certification: The LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. §1112(c)(6). The LEA will also ensure parents are notified appropriately according to the "Parents Right-To-Know" provision. §1112(e)(1)(A-B)

- At the start of each school year (in a timely manner), and LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.
- When a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified, but teaching out-of-field, the LEA must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

Assurance 11a, Parent Consultation: The LEA will ensure that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Assurance 11b, School Parent and Family Engagement Policy: The LEA will ensure that all requirements outlined in section 1116(b)(1-4) are met.

- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform

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format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.
- If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection.
- If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state.

Assurance 11c, Policy Involvement: The LEA will ensure that each school served under this part shall meet all the requirements outlined in section 1116(c)(1-5).

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
- Involve parents, 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 parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
- Provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) 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, and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

Assurance 11d, Shared Responsibilities for High Student Academic Achievement: The LEA will ensure that all requirements outlined in section 1116(d)(1-2) are met.

- As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school 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 Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Assurance 11e, Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under this part will meet the requirements outlined in section 1116(e)(1-14).

Assurance 11f, Accessibility: The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Administrative Signature of Assurances:

Shana Taylor

Involvement of Parents in the Decision-Making Process

The LEA will ensure that each school served under this part shall meet all the requirements outlined in section 1116(c)(1-5). Involve parents, 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 parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

How will your school involve parents/families in the decision-making process of your Title I program?	Parents will be involved in the Title 1 program through the SAC meetings. They will also give feedback on PFEF events.
How Title I funds will be used for parent/family engagement activities and policies at your school?	The Title 1 PFEF funds will be used to enrich the parent engagement events by providing food, parent resource materials and supplies.
How will your school ensure adequate representation of parents of participating children in the decision-making process?	The school will give all parents the opportunity to join the SAC committee, parent will also have the opportunity to give feedback on events.
Describe how your school will involve parents (in an organized, ongoing and timely way) in planning, reviewing and the improvement of programs and policies?	The summative of the feedback forms from the PFEF events will be reviewed by the SAC committee. Suggestions on how to improve the events will be given.
If requested by parents, how will your school respond to opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible?	If requested, meetings can be scheduled monthly with parent to formulate and make suggestions to improve the education of students at CEB. We would also encourage parents to attend SAC and to form a PTA for the school.
What method of evaluation do you utilize to review and design more effective parent/family engagement strategies and policies?	Currently using a 3 questions feedback form: What did you like about the event? What would you change? What did you learn? We have found that the feedback form needs to be kept short and simple for parent to willingly fill out.
How will the plan be made available to the community?	The plan will be made available in the Title 1 notebook in the front office, it will be given to SAC members and available to parents on request.

*If any part of this policy or plan is not satisfactory to the parents, please note within the plan and submit to the district-level Title I representative.

Coordination and Integration

1. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].
2. Describe how the agency will involve parents and family members in jointly developing the LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1-2) of section 1111(d). How will the schools (in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance) include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

PROGRAM/COMMUNITY REPRESENTATIVE (WHO?)		COORDINATION (HOW WILL THEY BE INVOLVED?)
Headstart/VPK		School offers VPK for qualified students, parent receive a newsletter weekly, attend parent conference and are included in all school activities.
Child Find		Identifies students with special needs throughout the community. Many of these students are placed in our ESE Pre-K classrooms in which they receive weekly newsletters, attend parent conferences, IEP meetings and are included in all schools events.
Title III ESOL Program		ESOL programs are available for qualifies students. We have an on-site ESOL paraprofessional who helps to translate for parents and families for parent conferences and events. He makes phone calls home and make home visits if necessary.
MTSS		A continual process throughout the year to ensure students receive needed interventions. The parent are active in the MTSS process and are engage with each process. They are invited to participate in meetings either in person or by phone.
IEP/504		IEP's are developed for qualified students to ensure proper education, 504 give students' necessary accommodations. Parents are invited to attend all meeting uring IEP/504 process.

Clay Behavioral	Identified students receive weekly counseling services and this is coordinated with families to assist in emotional health. The counselor seeks parent consent before start the counseling sessions and often work with the home situation as well.
Unisig	Promote student learning by providing additional resources and funding to assist CEB in DI status. The Unisig grant funds interventions programs to help students in need and a summer program. Parents are made aware of each time a students is engage in one of the programs.
TSSSA	Recruitment and retention of effective and highly effective teachers, provides additional administrative support and social worker. The TSSSA grant funds Parent Coordinator that will assist with parent communication and all parent events.
Title IV	Students will continually participate in STEM in the gym activities through Physical Education.
Augusta Savage Clothes Closet	The Friends of Augusta Savage of Green Cove Springs as part of the Black History celebrate opened a clothes closet to benefit the students of CEB. Students who have a need can receive new clothes, shoes and toiletries.
Maggie Meals	Provides meals for students during the weekends or periods of times they do not receive a school lunch. This is funded by a grant from the Magnolia Point Women's Club (MPWC).
Clay County School District Mentoring	School Board Members and District Employees have volunteered to be mentors for students. They meet with their student at least once weekly. Helping them both academically and socially.

Annual Parent Meeting

The LEA will ensure that each school served under this part shall meet all the requirements outlined in section 1116(c)(1-5). Describe the steps the LEA will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

Date and time of Title I Annual Parent Meeting	September 14, 2020 6:30 p.m.
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Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	A flyer will be sent home in communication Folder, A sticker will be put in the Agenda Planner, automated phone calls, social media post, school marquee and a Peach Jar communication of the time, date and place of the meeting.
Describe how your meeting will communication information regarding: <ul style="list-style-type: none"> • The Title I Program (Benefits and how it affects your school) • Parents Right to Know • Qualifications of Teachers or Paraprofessionals • Notification of Teacher(s) who are out for more than 4 consecutive weeks • Ways Families Can Offer Suggestions/Feedback • How Parents Can Access Academic Achievement Results 	The Title 1 lead will develop an agenda, handouts and PowerPoint presentation to share important Title 1 Program information with families. During the Annual Meeting, the administration will present the "Right to Know" information (Nature of Title 1: School Wide, qualifications of teachers and paraprofessionals, informing parents if a class is not taught by a teacher for more the 4 consecutive weeks.) All stakeholders can offer suggestions and feedback at SAC meetings, the Title 1 Annual Meeting, parent surveys, conferences and notes.
How will you determine the effectiveness of the Title I Annual Parent Meeting?	Attendees will complete event surveys, the SAC and Leadership Team will review and make suggestions for continual improvement.

Flexible Parent Meetings

The LEA will ensure that each school served under this part shall meet all the requirements outlined in section 1116(c)(1-5). Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend.	Teachers will work with parents and guardians to schedule parent conferences during mutually agreeable times. PFEF events will be scheduled before, during and after school giving parents multiple opportunity to attend events. The Title 1 lead will work with the Social Worker to make sure parents who may not have transportation can attend.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	Parents who cannot attend these events may request transportation, to any school event or meeting about their child. If necessary the school will provide translation services for the parent, in whatever language necessary.
Barriers: Describe the barriers that hindered participation by parents during the	Potential barriers include work schedules, transportation, language barriers, weather conditions, and lack of learning materials at home.

previous school year in parental involvement activities.	
Barriers: What steps will the school take to overcome these barriers?	Schedule events at different times so parents have more opportunities to attend, provide transportation to those who requested it, provide a translator and have a parent resource coordinator who will help provide resources for parents to work with students at home.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	Survey will be available for each PFEF event, these will be reviewed by SAC and the Leadership team. Parents will also complete the Title 1 survey at the end of the year. Results of the surveys will be available in the Title 1 binder located in the front office.
Accessibility: Describe how the school to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.	Family involvement activities will be schedule during a variety of times to accommodate parents with different work schedules. Transportations will be provided for those parents who request it and translators will be provided for non-English speaking families.

Building Capacity of Parents & Staff

Describe how the school will ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, each school and LEA assisted under this part will meet the requirements outlined in [section 1116\(e\)\(1-14\)](#).

*This section should align with your school's Comprehensive Needs Assessment.

Parent & Family Engagement Activity (Included anything your school will be using 6150 funds for.) (Include activities, trainings, staff, materials, programs)	Researched-Based Rationale (You may hyperlink the research.)	Timeline of Event (Tentative Date/Time)	Evaluation Method
Orientation -Introductions to weekly	https://www.responsiveclassroom.org/what-research-says-about-parent-	August 7, 2020	Sign-in sheets Parent Feedback Forms

Communication Folders -Introduction to Agenda Planners -Car Riders tags	involvement/ https://www2.ed.gov/pubs/parents/calltocommit/chap1.html		
Bring Your Dads to School Day	https://www2.ed.gov/pubs/parents/calltocommit/chap1.html	September 25, 2020 8:00 a.m.-8:20 a.m.	Sign-in sheets Parent Feedback Forms
Open House -Reinforce Communication Folders -Reinforce Agenda Planners	https://www.edutopia.org/blog/high-poverty-schools-engage-families-community-william-parrett-kathleen-budge	TBA district	Sign-in sheets Parent Feedback Forms
Fall Data Chats	https://www.edutopia.org/article/why-student-data-should-be-students-data	October 1, 2020	Sign-in sheets Parent Feedback Forms
Academic Night	https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/	October 29, 2020	Sign-in sheets Parent Feedback Forms
Science Fair/STEM Night	https://www.vivifystem.com/blog/2016/3/15/3wvfy1w7uehnpgh5yphoc8h9dw19	Info night Sept 2020 Late November 2020	Sign-in sheets Parent Feedback Forms
Drive into Data-A review of the Success Binders (K)	http://www.ascd.org/publications/educational-leadership/nov15/vol73/num03/Are-We-Motivating-Students-with-Data%C2%A2.aspx	November 19, 2020	Sign-in sheets Parent Feedback Forms
Geometry of Building a House of Gingerbread (K)	https://www.readingerockets.org/article/getting-parents-involved-schools	December 15, 2020	Sign-in sheets Parent Feedback Forms
Literacy Night	http://literacy.kent.edu/family/literacy/importance.html	January 28, 2021	Sign-in sheets Parent Feedback Forms
Math Night	https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1019&context=transformations	First week of March 2021	Sign-in sheets Parent Feedback Forms

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Living Museum (1)	https://files.eric.ed.gov/fulltext/ED518802.pdf	January 21, 2021-PM February 25, 2021-AM	Sign-in sheets Parent Feedback Forms
Second Semester Data Chats	https://www.edutopia.org/article/why-student-data-should-be-students-data	February 4, 2021	Sign-in sheets Parent Feedback Forms
Hide and Find a Reading Surprise! (K)	http://www.adi.org/journal/ss03/Gonzalez-DeHass%20&%20Willems.pdf	April 1, 2021	Sign-in sheets Parent Feedback Forms
Bottle Buddies (5)	http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf	May, 2021 (TBD)	Sign-in sheets Parent Feedback Forms
Poetry Reading (3)	https://www.tandfonline.com/doi/abs/10.1080/00220670009598740	May, 2021 (TBD)	Sign-in sheets Parent Feedback Forms
Kindergarten Roundup (K)	https://extension.umn.edu/parent-school-partnerships/four-models-parent-involvement	End of April 2021 (TBD)	Sign-in sheets Parent Feedback Forms

Building Capacity of Teachers

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Title	Purpose?	Training Format (Workshop, book study,...) Presenter?	Intended Audience	Timeline
Building Positive Relationships with Parents	-How to reach out, communicate with parent/families -The value of contributions of parents/families	Book Study: Working with Parents: Building Relationships for Student Success Ruby Payne (\$9.00)	Teachers	Aug-Nov 2020

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	-How to coordinate parent/family programs		

Communication

Assurance 9	How do you distribute the “Right-to-Know” policies?	Title 1 Annual Meeting and Open House
Assurance 9	How do you notify each family, in a timely manner when their child has been assigned or taught for four or more consecutive weeks by a teacher out of field?	Letters are sent home with students in the weekly communication folder.
Assurance 11c	Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Parents are informed at Open House, PFEP events, Dojo messages from teachers, Web page, weekly communication folder, parent conferences and data chats,
Assurance 11d/f	Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	The family is mailed a copy of the FSA state assessment report when it is received.
Assurance 11d	How do you ensure that your school holds parent-teacher conferences, at least annually, of which the compact is discussed as it relates to student achievement?	The teachers hold conferences throughout the year, in February a mid-year data chat is schedule in which teacher schedule a conference with every parent. The teachers have the compacts completed by the parents at Open House and follow up at this mid-year event.
Assurance 11d/f	Describe how parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.	The compact is reviewed by the teacher at Open House and then again individually with the parent if needed. If there is a language barrier a translator is provided.
Assurance 11d	Describe how the plan/policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.	The plan is discussed at the SAC meeting, at the beginning and end of each school year. Revisions are made during these meeting to help meet the needs of parents.