



## Parent and Family Engagement Plan 2020-2021

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

### School's vision for engaging families:

Strive to build relationships to create real family engagement for every child, every family, every teacher, every day. Studies show that the more parents are involved in the education of their child, the more academically successful their child will be.

### What is Required:

#### Assurances: We will:

- ☒ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- ☒ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- ☒ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- ☒ Involve parents in the planning, review, and improvement of the Title I program.
- ☒ Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- ☒ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- ☒ Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☒ Coordinate with other federal and state programs, including preschool programs.
- ☒ Provide information in a format and language parents can understand, and offer information in other languages as feasible.
- ☒ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal Signature: Trond Buds Date: 6/16/2020



## Parent and Family Engagement Plan 2020-2021

### **EVERY TITLE I SCHOOL IN POLK COUNTY WILL:**

1. Involve parents in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of parents.

|  | Date of meeting to gather parent input. | How were parents invited to give input?                                   | Describe the method in which parents were involved.  | What evidence do you have to document parent/family participation? |
|--|---|---|--|--|
| School Improvement Plan (SIP)            | September 10th                          | Through flyers, newsletters, school website, and school social media page | They are invited to give input at teh SAC meeting. Parents are welcome to make corrections and give feedback as they would like. | Sign in sheets   |
| Parent and Family Engagement Plan (PFEP) | September 10th                          | Through flyers, newsletters, school website, and school social media page | They are invited to give input at teh SAC meeting. Parents are welcome to make corrections and give feedback as they would like. | Sign in sheets   |
| School-Home Compact                      | September 10th                          | Through flyers, newsletters, school website, and school social media page | They are invited to give input at teh SAC meeting. Parents are welcome to make corrections and give feedback as they would like. | Sign in sheets   |
| Title I Budget                           | September 10th                          | Through flyers, newsletters, school website, and school social media page | They are invited to give input at teh SAC meeting. Parents are welcome to make corrections and give feedback as they would like. | Sign in sheets   |
| Parent & Family Engagement Allocation    | September 10th                          | Through flyers, newsletters, school website, and school social media page | They are invited to give input at teh SAC meeting. Parents are welcome to make corrections and give feedback as they would like. | Sign in sheets   |

*\*Elementary schools are required to hold at least one face to face conference in which the compact is discussed with parents. A conference agenda and parent signed copy of the compact should be submitted to Title I Crate as evidence.*

*\* Evidence of the input gathered and how it was/will be used should be available on Title I Crate.*

2. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.

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| Tentative date & time(s) of meeting   | September 10th   |
| How are parents notified of the meeting?  | Flyers sent home, Labels in students agendas, Meeting posted on school website and social media page   |
| What information is provided at the meeting?                                    | The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation and agenda that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved and Upcoming Parent Engagement Events. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum. |
| How are parents informed of their rights?                                       | Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.   |
| What barriers will you address to encourage parents/families to attend?         | Translators, written materials provided in Spanish, English and creole, meals, flexible times for meetings, parents may bring child if they do not have child care.  |
| How will you get feedback from parents about the meeting?                       | Surveys and interviews with families   |
| How do parents who are not able to attend receive information from the meeting? | All information will be posted on the school's website   |





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3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.

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| <b>Title IV-Homeless</b>                    | The HEARTH program provides support to identify homeless students. Title I will provide support to the program and other activities implemented by the HEARTH program.   |
| <b>Migrant</b>                              | Provide materials in the native language. Work in the migrant department. Provide workshops in native language.  |
| <b>Preschool Programs</b>                   | TTI works with the preschool program on campus. The parents receive invitations to school programs. Preschool provides workshops to the parents. Preschool teachers meeting with parents and discuss areas of strengths and weaknesses.                  |
| <b>Title III-ESOL</b>                       | The school has an ESOL para and teacher. Information is provided to the school in Native languages. The school works with the ESOL department to get materials and services to parents.  |
| <b>SAC</b>                                  | Parents, school staff, and community members are encouraged to join. All parents are invited to attend. Everyone is notified of meetings through flyers, newsletters, and emails. Parents are welcome to speak at meetings even if they are not members. |
| <b>PTO/PTA</b>                              | All parents are welcome to join. All parents are invited to attend meetings. Parents are notified of meetings through flyers and newsletters. Parents are welcome to speak at meetings if they are not a member.   |
| <b>Community Agencies/Business Partners</b> | Church, boys and girls club, YMCA, daycare, and community centers. Members of the community are encouraged to participate in events at the school.   |

4. Utilize strategies to ensure meaningful communication and accessibility.

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| Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.   | Teachers will communicate with parents through agendas and Wednesday folders. Newsletters and flyers are sent home. Updates are posted on school website.  |
| Describe how you 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. | Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. |
| Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.   | Annual parent meetings   |
| Describe how your school provides information to parents in their native language. What languages do you provide?   | Flyers are provided in English, Spanish, and Creole. Translators are provided as needed. Power Points are provided in multiple languages.  |
| How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?   | Access to events is provided to families with disabilities.  |
| Describe the opportunities parents have to participate in their child's education.  | Garner offers multiple opportunities for parents to take an active role in their child's education, including but not limited to parent conferences, curriculum nights, family events.   |

5. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.

| <u>Topic/Title</u>                  | <u>How does this help staff build school/parent relationships?</u>                                 | <u>Format for Implementation: workshop, book study, presenter, etc.</u> | <u>Who is the audience?</u> | <u>Tentative Date/Time</u> |
|-------------------------------------|--|---|-----------------------------|----------------------------|
| Creating partnerships with families | Staff will gain a deeper insight on how to create a partnership with the families of our students. | Presenter/Book Study  | Staff                       |                            |
|                                     |  |   |                             |                            |



## Parent and Family Engagement Plan 2020-2021

6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

| <b>Building Capacity of Parents and Families</b> |   |   |  |                       |                     |                  |                    |  |
|--|---|---|--|-----------------------|---------------------|------------------|--------------------|--|
| <b>Topic</b>                                     | <b>Title</b>                                | <b>How will this impact Student Achievement?</b>  | <b>Tentative Date/Time</b><br>Are they flexible? | <b>Transportation</b> | <b>Refreshments</b> | <b>Childcare</b> | <b>Translation</b> | <b>How will this support learning at home?</b>   |
| Curriculum Areas                                 | Winter Reading Wonderland                   | Parents and students will enjoy an evening of reading fun while learning how to ask comprehension style questions about the reading                   | Dec. 10th  |                       |                     |                  |                    | Parents will be given questions they can ask after reading to their child or after they read to their child. |
| State Assessments & Achievement Levels           | Testing Parent Nights                       | Parents will be provided test taking strategies to assist at home. They will also be given information on state testing so they can be more informed. | Feb. 2021  |                       |                     |                  |                    | Parents will have the resources they need to assist with preparing for state assessments.                    |
| Technology, Parent Portal                        |   |   |  |                       |                     |                  |                    |  |
| Transition (Kdg, MS, HS)                         | Kindergarten Round Up                       | Students will be given materials to practice and prepare for Kindergarten   | April 2021                                       |                       |                     |                  |                    | Students take the materials home to practice with their parents  |
| College & Career                                 |   |   |  |                       |                     |                  |                    |  |
| Graduation Requirements & Scholarships           |   |   |  |                       |                     |                  |                    |  |
| Conferences                                      | Parent Conference nights after report cards | Parents will have an opportunity to meet with their child's teacher to discuss academic and behavior strengths and weaknesses                         | October and January                              |                       |                     |                  |                    | Parents will gain resources and ideas on how to support their students.                                      |

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| How will workshops/events be evaluated?   | Surveys will be given after every event to determine what the parents enjoyed and what they think could have been done better.  |
| How will the needs of parents be assessed to plan future events?  | A questions will be added to the event survey addressing how the school could better assist families.   |
| What are the barriers for parents to attend workshops/events and how do you overcome these?               | Translators, written materials provided in multiple languages, meals, disabled access, times meetings are offered, parents may bring children if child care is a barrier. |
| How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)           | Meetings and events are held throughout the day in order for parents to be able to attend.  |
| How do parents who are not able to attend building capacity events receive information from the meetings? | Power Points and other information will be provided on the school's website.  |

*\*These events should be included on the Evaluation of Parent Engagement Activities to Build Capacity.*