



Parent and Family Engagement Plan 2020-2021

Alturas Elementary

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:

We work to provide opportunities for our families to interact with teachers, staff, and each other at several school functions held throughout the year. We plan to build relationships through collaborative partnerships with families in connection to their child's academic progress.

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: _____

Chris Pentecost

Date: _____

6-15-2020



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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)	8/26/2020	Flier sent home to join SAC meeting	Families gave input at SAC meeting	SAC meeting minutes
Parent and Family Engagement Plan (PFEP)	4/22/2020	Sent survey link via Facebook, Class Dojo, Remind during distant learning	Families gave input via survey	Survey responses
School-Home Compact	4/15/2020	Sent survey link via Facebook, Class Dojo, Remind during distant learning	Families gave input via survey	Survey responses
Title I Budget	8/26/2020	Flier sent home to join SAC meeting	Families gave input at SAC meeting	SAC meeting minutes
Parent & Family Engagement Allocation	8/26/2020	Flier sent home to join SAC meeting	Families gave input at SAC meeting	SAC meeting minutes

**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.

Tentative date & time(s) of meeting	9/3/2020 6pm
How are parents notified of the meeting?	Flier sent home multiple times; label in agenda; school marque; school website and Facebook 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?	Childcare will be addressed as children are invited to event. Language will be addressed as materials will also be presented in other languages.
How will you get feedback from parents about the meeting?	Evaluations at the end of the meeting
How do parents who are not able to attend receive information from the meeting?	All information will be sent home the following day in Panther folders the day after the meeting.



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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.

Title IV-Homeless	Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Migrant	Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Preschool Programs	Title I PreK programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.
Title III-ESOL	Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
SAC	SAC members are selected on a volunteer basis. All parents are invited to attend meetings. Meeting notices are sent out via email and in student agendas. All meeting dates are communicated in August with notices being sent home monthly.
PTO/PTA	PTO/PTA members are selected on a volunteer basis. Members are notified of meetings via telephone.
Community Agencies/Business Partners	Our local Shell station and Pilot stations have reached out as business partners with Alturas Elementary.

4. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.	The plan and the compact, school messenger, flyers, notifications/invitations, calendars, website, school marquee, school and/or grade level newsletters, parent workshops, PTO/PTA meetings or SAC meetings, Progress reports, Report cards, interim reports, state assessment/curriculum information
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 meeting, Website, Newsletters (school and/or grade level), Parent conferences, Parent workshops, Progress monitoring, PFE Notebook
Describe how your school provides information to parents in their native language. What languages do you provide?	We do our best to provide as much information in Spanish as possible.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	The school is handicap accessible including handicap parking and ramps for easy access.
Describe the opportunities parents have to participate in their child's education.	Volunteering, joining the SAC, engaging as community or business partners; attending parent nights, and joining PTO.

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>
Effective Parent Conferencing	Tips and tools to effectively communicate with parents about student progress	PLC	all teachers	TBA



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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.

Building Capacity of Parents and Families							
Topic	Title	How will this impact Student Achievement?	Tentative Date/Time Are they flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum Areas	Parent Nights in ELA, MA, SC	Increase capacity to help student at home	TBA; Varied days	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Assessments & Achievement Levels	FSA Night	Increase understanding of assessments to better prepare students	TBA; Varied days	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Technology, Parent Portal	during Parent Meeting	Allow parents to have more immediate updates	TBA; Varied days	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition (Kdg, MS, HS)	Kindergarten Round Up	Allow parents to enroll future kindergarten students	TBA; Varied days	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College & Career	NA			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Requirements & Scholarships	NA			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences	schedule by teachers individually			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How will workshops/events be evaluated?	Evaluations will be completed by families at the end of each event.
How will the needs of parents be assessed to plan future events?	Evaluations will be completed by families at the end of each event.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Barriers include work schedules, translation of materials, and childcare.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Events are planned on varied days of the week and varied times.
How do parents who are not able to attend building capacity events receive information from the meetings?	Information is sent home the following day with all students who were unable to attend the event.

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