

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

### CLAY COUNTY DISTRICT SCHOOLS



**School Name: MCE**

#### **School-Wide Parent and Family Engagement Mission Statement**

Our mission at Montclair Elementary School is to develop citizens that are capable of meeting the challenges of their future by providing educational opportunities necessary to develop confident lifelong learners. At Montclair Elementary, we strive to build relationships to create real family engagement for every child, every family, every teacher, every day.

### **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 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.

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- 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:**

*Bill Miller*

### **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.

<b>How will your school involve parents/families in the decision-making process of your Title I program?</b>	The MCE School Advisory Committee meets quarterly throughout the school year to plan for and review the effectiveness of Title I programs. Discussions involve ideas for future parent involvement events and the funding necessary to facilitate each event. The School Advisory Committee consists mostly of parents who were elected to serve on the committee, school administrators, a community business partner, and teachers. At the conclusion of each parent and family engagement event, participants provide valuable feedback via surveys. A Title I Annual Spring Survey also allows parents to provide feedback about Title 1 issues, concerns, and suggestions for improvement. In addition, at the beginning of the school year a parent volunteer orientation takes place which allows parents opportunities to share individual strengths and select ways to support student learning at school, home, and Title 1 events.
<b>How Title I funds will be used for parent/family engagement activities and policies at your school?</b>	We consider school-wide data in addition to teacher input in order to plan our engagement activities that will address the needs of our students. Engagement activities are planned to support and strengthen school initiatives such as; the implementation of Eureka and school-wide data notebooks. We also use the funds to supply tools for effective communication to keep families informed about instruction and progress towards students educational goals.



<b>How will your school ensure adequate representation of parents of participating children in the decision-making process?</b>	SAC participation is advertised and encouraged throughout the year through multiple modes of communication. Participants of SAC are involved in the decision-making process and provide feedback from the community. Our school ensures adequate representation to parents by providing a calendar of events on our website and social media. Flyers are sent home with students as well as communicated through social media prior to each event. Robocalls are made to remind families of upcoming events. Our marquee is another communication tool.
<b>Describe how your school will involve parents (in an organized, ongoing and timely way) in planning, reviewing and the improvement of programs and policies?</b>	The MCE School Advisory Committee meets quarterly to plan for and review the effectiveness of Title I programs. Discussions involve ideas for future parent involvement events and the funding necessary to facilitate each event. A detailed discussion of the Title 1 annual budget takes place at one of the SAC meetings and parents are given the opportunity to make suggestions, comments, and provide feedback for improvement. Parents have the opportunity to fill out surveys after each event. Surveys are analyzed and used to make adjustments to future events.
<b>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?</b>	Our Title 1 Staff is available throughout the year for meetings to discuss decisions relating to the education of our students. We provide flexible schedules to meet the needs of all of our families. We regularly communicate the desire of feedback to improve our program.
<b>What method of evaluation do you utilize to review and design more effective parent/family engagement strategies and policies?</b>	We use SAC meetings, parent surveys, PFA collaboration, and conferences to review and design more effective parent/family engagement strategies and policies.
<b>How will the plan be made available to the community?</b>	The Parent and Family Engagement Plan will be made available to the community through the school Facebook page, the district website, Class Dojo, and the front office binder.

**\*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?)
Head Start/VPK	Principal reaches out to nearby Head Start/VPK provide early Kindergarten registration forms
Title 1 Parent Events - Math, Science, and Literacy Activities	MCE Title 1 fliers, robo-calls, newsletters, website, and Facebook notifications will be sent prior to events so the parents can participate in academic parent nights where take-home activities and strategies will be demonstrated to help students at home.
Celebration Church	Celebration Church provides weekend bags of food for selected students. They also provide supplies for teachers at the beginning of the school year.
Food for Thought	Food for Thought is a non-profit organization that we've linked up with. They provide a meal for all students to take home on Fridays.
Title III	ESOL services provided for qualifying students
IDEA/ESE	MTSS coordination, SST, IEPs, 504s, Ongoing services

## 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	August 2020 - Meeting will be held virtually/ Parents will be able to view at any time.
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<b>Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)</b>	MCE Title 1 fliers, robo-calls, website, Class Dojo and a Facebook notification were utilized to communicate Title 1 Annual Parent Meeting in advance.
<b>Describe how your meeting will communication information regarding:</b> <ul style="list-style-type: none"> <li>• The Title I Program (Benefits and how it affects your school)</li> <li>• Parents Right to Know</li> <li>• Qualifications of Teachers or Paraprofessionals</li> <li>• Notification of Teacher(s) who are out for more than 4 consecutive weeks</li> <li>• Ways Families Can Offer Suggestions/Feedback</li> <li>• How Parents Can Access Academic Achievement Results</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Title 1 Powerpoint created by district office and edited specifically for MCE</li> <li>• Feedback form was given</li> <li>• Powerpoint is shared on school website</li> <li>• Parents Right to Know was sent home on Tuesday folders and can be located on the school website</li> <li>• Four week notification letter was discussed during Powerpoint</li> <li>• Families are given paper-based survey to offer suggestions/feedback</li> <li>• Families are communicated academic achievement results done by our administration through the Title 1 Powerpoint presentation</li> </ul>
<b>How will you determine the effectiveness of the Title I Annual Parent Meeting?</b>	Attendance sign-in sheets, Parent feedback surveys

## 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.

<b>Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend.</b>	MCE holds both our Meet the Teacher and our Open House at different times for our K-3 and our 4-6 to better accommodate parents with multiple children. This school year we will have two morning events and four evening events to accommodate working parents and families as per parent feedback. We have also held grade-level conferences in the evening per parent request.
<b>Describe what child care, home visits, transportation and/or varied language services are provided by your school.</b>	Home visits made by the Hospital Homebound teacher or social worker as needed. Small group and/or one-on-one instruction by an ESOL paraprofessional is provided for our ESOL students. Research-based interventions are used to support student learning.
<b>Barriers:</b> <b>Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.</b>	Working parents find it difficult to attend some of the events. Also, parents who have multiple children who are not of school age find it difficult to attend school events.



<b>Barriers:</b> <b>What steps will the school take to overcome these barriers?</b>	By providing dinner during evening events, more parents participate in these meetings. Teachers hold 1:1 phone conferences for parents that are unable to attend in person. The school's website/Class Dojo are used to display pictures of special events so parents have opportunities to see their child engaged in learning. MCE plans to provide childcare to events when applicable.
<b>Evaluations:</b> <b>How will you obtain feedback regarding parent and family engagement activities?</b>	Google Forms, or paper-based surveys are created for each Title 1 Parent and Family Engagement event.
<b>Accessibility:</b> 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.	Google Translate, Class Dojo and the Microsoft Word translator tool allows us to provide parents with limited English Proficiency information. Our ESOL paraprofessionals and one of our Title One assistants assist with parents in meetings, letters home, reports, etc.

## 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.

<b>Parent &amp; Family Engagement Activity</b>  (Included anything your school will be using 6150 funds for.)  (Include activities, trainings, staff, materials, programs)	<b>Researched-Based Rationale</b>  (You may hyperlink the research.)	<b>Timeline of Event</b> <b>(Tentative Date/Time)</b>	<b>Evaluation Method</b>
<b>Technology, Parent Portal Registration Opportunities</b>	Understatement of student achievement, Increase Parent/Teacher communication	Ongoing 2020-2021	Percentage of Parents Registered

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Open House	Meet teachers, understand student expectations, showcase school	August 2020	Sign-in Sheets, Parent Feedback Survey
Title One Annual Meeting	Parent Understanding of what a Title 1 school means/Parent Compact	August 2020	Sign-in Sheets, Parent Feedback Survey
Conscious Discipline Book Study and Family Curriculum	Trauma informed discipline approach - lead staff and families through a universal SEL program.	Ongoing 2020-2021	Sign-in Sheets, Parent Feedback Survey
Eureka Night	Math Academics	September 2020	Sign-in sheets, Parent Feedback Survey
Diving into Data	Math, ELA, and Science Student Data	October 2020	Sign-in sheets, Parent Feedback Survey
Literacy Night	Literacy Academics, Included 21st Century	January 2021	Sign-in Sheets, Parent Feedback Survey
STEAM Night	Science Academics, Included 21st Century	February 2021	Sign-in Sheets, Parent Feedback Survey
Diving into Data Part II	Math, ELA, and Science Student Data	Spring 2021	Sign-in Sheets, Parent Feedback Survey
Aaleyah's Hope Summer Reading	Literacy Academics	Summer 2021	Sign-in Sheets, Parent Feedback Survey

## 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...)	Intended Audience	Timeline
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		<b>Presenter?</b>		
<b>-Staff Professional Development for Families</b>	<b>Strategize together on how we can better involve families and parents</b>	<b>Powerpoint Presentation during PD Heidi Nebesnyk - Title 1 Lead</b>	<b>MCE Staff</b>	<b>October 2020</b>

## Communication

<b>Assurance 9</b>	<b>How do you distribute the “Right-to-Know” policies?</b>	The “Right-to-Know” policies are distributed through student Tuesday folders, main office, school Facebook page, and school Website.
<b>Assurance 9</b>	<b>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?</b>	Families are provided a letter from the principal addressed to the students who have been assigned or taught by a teacher out of field through the Tuesday folder.
<b>Assurance 11c</b>	<b>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.</b>	Parent portal, conferences, IEP, Open House, Title 1 Annual Meeting, Parent events, Class Dojo, Marquee, Robo-calls, Tuesday Folders, Planners
<b>Assurance 11d/f</b>	<b>Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.</b>	The school provides FSA individualized reports to our 3rd-6th graders. Teachers also provide up-to-date information about iReady Diagnostic reports.
<b>Assurance 11d</b>	<b>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?</b>	Our school ensures that parent-teacher conferences are held by making sure the compacts are completed and turned in before Christmas break. If a teacher is unable to get the parent to come in, the attempts are recorded in Focus.
<b>Assurance 11d/f</b>	<b>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.</b>	By communicating in a parent friendly language, explicitly stating what the compact means this provides the parents a clear understanding of what is expected.
<b>Assurance 11d</b>	<b>Describe how the plan/policy shall be made available to the local</b>	Copies of the plan/policy are made available on our school

	<p>community and updated periodically to meet the changing needs of parents and the school.</p>	<p>website, school facebook page, class Dojo, in our front office, and in IEP meetings. If any changes are made, our Tech person helps update the document on our website, Facebook page, and class dojo. Title 1 teacher makes sure the front office copies are updated as well.</p>
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