

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

CLAY COUNTY DISTRICT SCHOOLS



School Name: Grove Park Elementary

Parent and Family Engagement Mission Statement

The mission of Grove Park Elementary is to empower families to work collaboratively with the school in order to prepare students to become successful and productive global thinkers in an ever-changing world.

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.
- 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.

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- 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:



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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?	One way we will include our families in the decision-making process is by providing an input survey that will be posted on our FB page and sent out through peachjar. We will also continue to meet with our School Advisory Council to plan for and review the effectiveness of Title I programs. Discussions and survey questions will center around ideas for future parent involvement events that will provide academic support to help boost student achievement. Feedback will be elicited several times a year to evaluate current programs and practices, and make any necessary changes to best meet the needs of our students and families. The Title I Annual Spring Survey also allows parents to provide feedback about Title I issues, concerns, and suggestions for improvement.
How Title I funds will be used for parent/family engagement activities and policies at your school?	The LEA will use funds for PFE in order to provide take-home activities, materials and/or resources, and training for our families to better equip them to monitor and support their child's academic and social emotional development.
How will your school ensure adequate representation of parents of participating children in the decision-making process?	Parents will be notified of any and all opportunities to provide feedback on programs and plans that affect the student population as a whole. This information will be shared through FB invites, Peachjar emails, robocalls, flyers in student folders, google classroom posts and through teacher communication apps. Attempts to personally invite parents may be made by teachers or other GPE staff.
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 GPE School Advisory Council, which consists of parents, the principal, teachers, business partners and other community members will meet at least three times per year to plan and review the effectiveness of our Title I programs. Discussions will involve ideas for future parent involvement events, funding necessary to facilitate each event, and feedback to evaluate the effectiveness of programs already in place. In addition, at each parent and family event, all parents will be encouraged to complete a survey to provide

	feedback on any new learning they walked away with and to offer their insights on what can be improved upon for future events. The Title I Annual Spring Survey will also allow parents to provide feedback about Title I issues, concerns, and suggestions for improvement.
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 parental requests are received concerning ways they can participate in the decision-making process for educational programs at GPE, the LEA will either set up parent conferences or organize additional SAC meetings when possible. The LEA will also communicate to teachers the expectation that all parent communication should be read and responded to within 48 hours, and will send out reminders to parents about scheduled SAC meetings (through FB invites, Peachjar emails, robocalls, flyers in student folders, google classroom posts and through teacher communication apps).
What method of evaluation do you utilize to review and design more effective parent/family engagement strategies and policies?	Each Title I event closes with a parent feedback form that is reviewed by the Title I team. The Title I Annual Spring Survey also allows parents to provide valuable feedback to the school. The Title I team consistently analyzes parent feedback and makes adjustments to programs based on the suggestions provided by parents.
How will the plan be made available to the community?	The Parent and Family Engagement Plan will be uploaded to our school website, and will be made available in the Title I binder located at the front desk. Parents will be notified of where and how they can access the plan through a FB post, Peachjar email, robocall, flyer sent home in student folders, google classroom posts and other teacher communication apps.

***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?)
Title III- Support for English Learners	Our ESOL department will support our families by translating information in native languages, whenever possible. ESOL services will be provided for qualified students. Approved students will have access to the Imagine Learning program during school hours and can access it at home as well. Teacher training and support will be provided by the ESOL department for the Imagine Learning program as needed.
Title IV- Safe and Healthy Schools	Child Safety Matters Curriculum is taught by our school counselor to all grades. Safety Awareness "Night" is provided to educate and collaborate w/parents on ways to keep our students safe. The "Too Good for Drugs" Curriculum is taught to grades K-5 by the Media Specialist. In addition, we also offer DARE (Drug Abuse Resistance Education) Program for 6th grade, vaping program for 5th and 6th, and helmet fittings and bicycle safety for 1st, 2nd and 3rd grades, PBIS training and use of a behavior app for 3rd-6th grade, 7 Mindsets lessons and training for all staff. We have a part-time Clay Behavior Counselor on campus who provides services to qualified students/families. We also have a behavior interventionist/coach on campus to help provide small group lessons, and to support teachers in developing appropriate behavior plans and classroom management systems for students in need.
IDEA/ESE	MTSS coordination, Student Services Team Meetings, Individual Education Plans for ESE students, and 504 student accommodations happen on an on-going basis.
Title V- Homeless	Weekly take-home backpacks filled with food, Mentoring Program for at-risk students, and providing food, clothes and parent resources through our school clothes closet (TC's Closet). Our Social Worker works with eligible families to support them in finding available resources.
Transitional Programs/Head Start Outreach	At GPE, we have a PAT unit who completes assessments on pre-kindergarten students to screen them for possible programs or other resources that may

	help them be more successful when they enter school. We also have a Clay Behavioral Counselor who works full-time at our school to provide one-on-one counseling for students in need.
Orange Park Rotary	The organization helps provide needed school supplies, and many members mentor our at-risk students as part of our Gator Guides Program.
Orange Park Library	Attends parent involvement events to sign-up families for library cards and talk about the resources the library has to offer the surrounding community. They also provide a short presentation to students at the end of each year to highlight the summer programs for kids.
DOXA Church	Doxa Church helps provide school supplies and has conducted several school beautification projects at the school. They also provide weekly food bags for students in need. Additionally, they provide teachers and staff with incentives and treats.
First Baptist Church of Orange Park	First Baptist Church supplies school supplies, student incentives, and other essentials. They also supplied the GPE Track Team and our 6th grade basketball team with team shirts for their track meet. Additionally, they provide teachers and staff with incentives and occasional meals.
Mayor Connie Thomas	Our mayor has provided funds to help support families in need, with donations of food and other necessities.

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	Thursday, September 24th at 5pm through a google meet.
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	At least two weeks in advance, flyers will be sent home in the students' Tuesday Folders, a Facebook announcement will be posted, as well as a peachjar email, robocall and a notice on our marquee. The LEA will also include the date and time of the event on our school calendar found on our

	website, and the principal will send out at least two robocalls to inform parents about the meeting. Teachers will be encouraged to make personal calls home to invite parents and/or send reminders to parents via communication apps (Bb Communicate, Remind, Class Dojo).
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 	We will create a Title I Powerpoint that will be used to present the information to parents during our virtual google meet. During the presentation, parents will learn what it means for GPE to be a Title I school, Parents Rights to Know, qualifications of all staff on campus and how they will be informed by letter from the principal if their child's teacher is out for more than 4 weeks and is taught by someone who does not have the applicable state certification. Parents will also have the opportunity to provide feedback at the end of the meeting through a shared google form/survey. We will offer a presentation of how to access academic achievement results through the Parent Portal.
How will you determine the effectiveness of the Title I Annual Parent Meeting?	We will utilize a google form/survey to solicit parent feedback and document their learning based on the presented material. The google form will record emails, and names of attendees, and screen shots of participant names/phone numbers will help document attendance and grade level participation.

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.	GPE will be providing parent engagement opportunities before school, during school and in the evening. Activities will be offered on a variety of weekdays, and possibly some weekends.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	If the primary language of one of our families is not English, then we will provide support through translated parent letters and flyers whenever possible, and will arrange for a sign language interpreter when requested. The need for transportation, child care, and home visits will be evaluated, and if deemed necessary, will be provided through the school's Title I funds or by our school's Social Worker.

Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Family work schedules, transportation problems, parents speaking other languages, other after school child activities, and lack of content knowledge are barriers that are represented at Grove Park Elementary.
Barriers: What steps will the school take to overcome these barriers?	LEA will provide involvement opportunities at different times of the day to try and meet the needs of parents' work schedules. We will provide parents speaking English as a second language a translated letter whenever possible. Our Social Worker will assist with transportation issues for important meetings, as needed. Parents will be provided opportunities to learn about the content their child is learning throughout the year, and/or can contact teachers for additional help. We will share missed information and/or handouts on our FB page and google classrooms for those who can not attend our family learning events and/or meetings.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	Parents will have the opportunity to provide feedback on how to improve upon activities or opportunities for parents to be more involved in school functions through insight surveys and other forms throughout the year.
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.	Google Translate and the Microsoft Word translate tool allow parents who speak languages other than English to read about Title I Parent and Family Engagement activities. These tools are used as needed. Information will be shared with all stakeholders through Tuesday folder flyers, Facebook notifications, Peachjar emails, Google Classroom posts, our school website, marquee and by word of mouth. We will provide translated parent letters and flyers whenever possible, and will arrange for a sign language interpreter when requested.

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	Researched-Based Rationale	Timeline of Event (Tentative Date/Time)	Evaluation Method
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(Included anything your school will be using 6150 funds for.) (Include activities, trainings, staff, materials, programs)	(You may hyperlink the research.)		
Transition Activities: <i>*Kindergarten Mix and Mingle</i> <i>*Next Grade Orientation Meet and Greet</i>	https://www.edweek.org/ew/articles/2017/08/23/payoffs-seen-in-smooth-transition-to-kindergarten.html http://www.nea.org/tools/16657.htm	May 2021 Spring 2021	Sign-In Sheets, parent feedback forms Sign in Sheets, student feedback forms
Technology/Communication: <i>*Parent Portal Registration opportunities during all Title I events</i> <i>*School Website</i> <i>*Monthly Newsletter to Parents</i> <i>*Facebook Page</i> <i>*Tuesday Folders</i> <i>*Google Meets</i> <i>*Stamps for invites to upcoming events</i> <i>*Robocall to parents</i>	https://www.responsiveclassroom.org/school-home-communication-strategies/ https://www.waterford.org/education/two-way-communication-parent-engagement/	Ongoing throughout the year	Title I Parent Survey responses
Supporting Learning for Families: <i>*Orientation/EABLE (Elementary Assessment and Blended Learning Event)</i>	https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/	August 2020	Sign-In Sheets, parent feedback forms

<p>*Title I Annual Meeting</p> <p>*GPE's Family Learning Events Examples may include: -Parent & Child Art -FSA Info -Technology -STEAM Night -Student Led Data Chats (combined with other parent events) -World of Nations -Summer Showcase</p> <p>*Title1 Tips for Parents posts on FB</p> <p>*G3 Book Corner- books for home</p> <p>*Social Media/Cyber Safety Meeting</p>	<p>t-success/</p> <p>https://www.readingrockets.org/article/summer-loss</p> <p>https://rxreading.org/research-on-literacy/socioeconomic-factors-and-literacy-how-access-to-books-matters/</p>	<p>September 2020</p> <p>Throughout the year</p> <p>weekly</p> <p>weekly throughout the year</p> <p>Possibly during Orientation or First Quarter</p>	<p>Sign-In Sheets, parent feedback forms</p> <p>Attendance, parent feedback forms</p> <p>parent feedback from FB and Title I Annual Survey results</p> <p>number of certificates earned/redeemed</p> <p>Attendance, parent feedback forms</p>
<p>Community Building: *Gator Guides</p> <p>*HERO Attendance Program</p> <p>*TC's Closet - clothes, food, parent resources</p>	<p>https://www.evidencebasedmentoring.org/new-research-took-a-closer-look-at-the-impact-of-school-based-mentoring-programs/</p> <p>https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships</p>	<p>Ongoing throughout the year</p> <p>October to end of the year</p> <p>On-going</p>	<p>volunteer sign in sheets, student behavior, parent feedback</p> <p>sign-in sheets and parent/student/mentor feedback</p> <p>Parent survey</p>

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
	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs			
Parent Involvement Training	-Share strategies and ideas on ongoing school/family communication	All staff faculty meeting presented by Title 1 Leads	All Faculty	October 2020
Culturally Responsive Teaching	Create a positive learning environment for all students that reflects culturally responsive teaching	During faculty Professional Learning Communities	All Faculty	Ongoing
Title 1 Tips for Teachers	Share research based articles on relevant parent involvement topics	Literature Review during PLC once/month; teachers discuss take-aways and new learning	All Faculty	Monthly throughout the 2020/2021 school year

Communication

Assurance 9	How do you distribute the “Right-to-Know” policies?	The “Right-to-Know” policies will be distributed to all parents in the weekly take-home folders in the Fall of 2020. We will send out
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		PeachJar emails to parents as well. The Right-to-Know policies are also uploaded on our GPE website, will be reviewed during our Annual Meeting and located in our Title 1 Front Office binder.
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?	The Principal will send home a letter to the parents/guardians of students who have been taught for four or more consecutive weeks by a teacher out of field. Letters will be sent out no later than the fourth week of the teacher's absence.
Assurance 11c	Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Parents will be informed of the curriculum and assessment measures during Orientation, Open House, individual parent-teacher conferences, Title 1 Annual Meeting, parent learning events, IEP meetings, through the FOCUS Parent Portal and Tuesday Folder inserts or returned work.
Assurance 11d/f	Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	Due to COVID-19, students did not take state assessments during the 2019/2020 school year.
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?	During Orientation and Open House the compact will be reviewed and teachers will meet with parents to sign learning compacts. Teachers will hold one on one parent conferences throughout the year to discuss their child's learning and review the compact. Teacher Attestation sheets will document the completion of this expectation, along with roster verification in March to confirm a compact is completed for each student.
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.	Parents will be informed of policy and PFEP through a variety of media including the GPE website, Peachjar emails, Facebook posts and a robocall to inform parents how they can access the document. Translated copies of the plan and policy will be provided upon request when possible.
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 School Advisory Council will meet at least three times a year and will review the plan/policy at each SAC meeting. Once the plan/policy is reviewed and updates made, copies will be placed in the Title I Front Office binder and will be uploaded to the GPE website.