

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

CLAY COUNTY DISTRICT SCHOOLS



School Name: SBJ

School-Wide Parent and Family Engagement Mission Statement

S. Bryan Jennings Elementary School will establish an open, caring, and safe environment which promotes maximum achievement, while challenging our scholars to meet today and tomorrow as happy, healthy, successful, and responsible individuals. Parent Involvement in our school plays an integral role in assisting the academic achievement of each scholar. SBJ Parent Involvement Activities will help parents to work with their children to improve academic achievement at our school.

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:

Oliver 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.

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| How will your school involve parents/families in the decision-making process of your Title I program? | Parents complete surveys evaluating programs. Title I funding is discussed at SAC and other parent meetings. |
| How Title I funds will be used for parent/family engagement activities and policies at your school? | Funds are spent on takeaways that allow families to continue the learning at home, i.e. books and reading comprehension strategies handouts, whiteboards and markers with math activities, etc. Some funds will be used to mail important documents to students. |
| How will your school ensure adequate representation of parents of participating children in the decision-making process? | All parents of participating students are invited to share input on the development and success of programs and events related to Title I. |
| 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 SBJ Parent Involvement Plan is created with parent input from the SAC meetings in October where the plan is presented to new parents; in February where the plan is reviewed; in May where the plan is reviewed and evaluated. Input is also gathered at other parent meetings held at various times throughout the year. |
| 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? | Parents also offer input regarding all activities through exit tickets, climate surveys, and by communication with teachers, staff, and administrators. Per our Title I Compact, communications from parents are responded to within 24 hours, and all invested stakeholders are invited to discuss parent suggestions and/or concerns. |

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| What method of evaluation do you utilize to review and design more effective parent/family engagement strategies and policies? | SBJ utilizes a survey at the end of the year for parents to evaluate each activity offered throughout the school year. This survey then helps the Title I team to decide which activities to offer the following year. There is an area of the survey for parents to suggest new activities. Parents also complete the District Title Survey, and give feedback to faculty at teacher/parent conferences. |
| How will the plan be made available to the community? | The SBJ Parent Engagement Plan will be available to the community at the front desk, included in the School Improvement Plan, and a hyper-link on facebook to the school website. If needed, we will mail the plan to parties that have requested it. |

***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?) |
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| Title I Showcase | District Title I Dept. Annual Meeting |
| Title II Professional Development | District Title II Dept. will provide ongoing professional development |
| Title X resources for homeless families | District Social Workers provide support for qualifying homeless |

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| | students |
| Title III | ESOL services are provided by endorsed teachers. SBJ has an ESOL Assistant who supports ESOL scholars. |
| IDEA | Supplemental instructional support is provided in accordance with student IEP per federal law |
| Child Find | District Child Find identifies children with needs throughout the community |
| Preschool/Headstart/Early Childhood Services | SBJ has 2 Pre-school classes, Community pre-schools are invited to tour the school, Vertical meetings between Pre-K and Kindergarten teachers. |
| Kindergarten Screening | SBJ Kindergarten teachers screen incoming K students in the summer. |

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.

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| Date and time of Title I Annual Parent Meeting | September 17, 2020 5:00 P.M. |
| Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.) | Parents were notified of the Title I Meeting: <ul style="list-style-type: none"> ● Robocall Home ● Facebook ● Flyer in Wednesday Folder ● Display Cases on School ● SBJ Billboard ● Mail Postcards |

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| | Materials: <ul style="list-style-type: none"> • Title 1 Informational PowerPoint Presentation • Stamps & Postcards • Sign-in Sheets • 3-2-1 Feedback Forms • Dry Erase Pockets & Markers |
| Describe how your meeting will communicate 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 I information is communicated to parents through an informational Powerpoint led by the principal. The Powerpoint includes slides and discussions on Parents Right to know information: the qualifications of the staff of SBJ; they will receive letters regarding any sub their child has for more than 4 consecutive weeks, and how they can contact the school to offer any suggestion and feedback. The Powerpoint also describes how the Title 1 Program uses these funds to benefit SBJ. |
| How will you determine the effectiveness of the Title I Annual Parent Meeting? | Parents are given a 3-2-1 Feedback Form to complete and return to the school. |

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.

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| Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend. | SBJ has meetings before, during, and after school so all parents have an opportunity to participate in their child's education. We value their input and give parents a plethora of opportunities to attend activities. |
| Describe what child care, home visits, transportation and/or varied language services are provided by your school. | SBJ provides child care for the Annual Meeting. Social workers make home visits when necessary. Transportation is provided to meetings |

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| | when needed. The district will provide translators for parent/teacher conferences for parents who do not speak fluent English. There are computer programs available to translate written work. |
| Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. | Barriers hindering parent participation: <ul style="list-style-type: none"> • Transportation • Non-English Speakers |
| Barriers: What steps will the school take to overcome these barriers? | To overcome these barriers, SBJ will provide Transportation when needed. SBJ employs a fluent Spanish speaker capable of translating during conferences and meetings. The district can also provide translations for written communications. |
| Evaluations: How will you obtain feedback regarding parent and family engagement activities? | SBJ obtains feedback from the Title I Survey, the SBJ Parent Involvement Survey, Exit Tickets, and oral communication from parents. At times, some parents will comment on the SBJ Facebook Page. |
| 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. | Parents are notified of school activities, school reports, and meetings through a variety of media including newsletters, websites, Parent Portal, Wednesday folders, and planners, the SBJ Billboard, Robo Calls and Remind APP, Class Dojo, Facebook, and personal phone calls from the teacher. A select portion of information will be mailed home to parents. Non-English speaking parents will be provided an interpreter as needed, and notices will be sent home in the parents' home-language as needed. Handicap ramps are accessible to those in need. |

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

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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 |
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| Transition Activities: <ul style="list-style-type: none"> • Pre-school visits • Jr. High visits • Jag Jewels • Jaguar Brotherhood | Kindergarten: Transitions to Kindergarten Middle School: Supporting Students in Their Transition to Middle School | Pre-School and Jr. High Visits are in the spring. Weekly meetings of Jag Jewels and Brotherhood. | Increase student achievement Appropriate school behavior Kindergarten and Jr. High Registration |
| Technology, Parent Portal Registration Opportunities | Parent Engagement in the Digital Age | Throughout the year. | Percent of Parent Portal participation Number of Facebook followers Number of Class Dojo participants |
| Supporting Learning at Home <ul style="list-style-type: none"> • Parent Volunteer Organization • Eureka Night/Parent Workshop • STEM Night/Tech Workshop • Literacy Night • Student Led Data | PVO Epstein's Six Types of Parent Involvement Eureka Night/Parent Workshop Parent Workshop Benefits Communications About How to Help At Home STEM Night/Tech Workshop How Family, School, and | Throughout the Year <ul style="list-style-type: none"> • PVO - August • Eureka - 1st Q • STEM - 2nd Q • Literacy Night - 3rd Q • Data Mtgs - 1/month by Grade Level • Every Wednesday | Participation number from Sign in Sheets Parents sign the Wednesday Folder every night after reviewing the paperwork inside. Students bring it back to school on Thursday. |

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| <p>Meetings</p> <ul style="list-style-type: none"> Wednesday <p>Communication Folders</p> | <p><u>Community Engagement Can Improve Student Achievement</u></p> <p><u>Literacy Night</u></p> <p><u>Parents Need to Learn: Five Ways to Engage Parents In Student Learning</u></p> <p>Student Data Meetings</p> <p><u>EL Education- Leaders of Their Own Learning Educational Leadership- When Students Lead Their Learning</u></p> <p><u>SLC-Share Your Learning</u></p> <p>Communication Folders</p> <p>https://www.educationworld.com/a_admin/admin/admin463.shtml</p> | | |
| <p>Community Building</p> <p>**Title 1 Event**</p> <ul style="list-style-type: none"> Open House/Title I Night/Career Night** Dad's Bring Your Child to School Muffins for Mom Storybook Character Parade Veterans' Day Performance Thanksgiving Day Feast Holiday Extravaganza Daddy/Daughter Dance | <p>Open House/Title I Night/Career Night</p> <p><u>NEA- Transition to Middle School</u></p> <p><u>Family-School-Community Partnerships Building</u></p> <p><u>Parent-Teacher Relationships</u></p> <p>Family Unplugged Game Night</p> <p><u>Building</u></p> <p><u>Family-School-Community Partnerships 5 Research-Based Reasons Why Family Game Nights Are Important</u></p> <p><u>Tips and Strategies for Increasing</u></p> | <p>Throughout the Year</p> <p>**Title 1 Event**</p> <ul style="list-style-type: none"> **OH & T1M - Sept Dad's- Sept Moms - Oct Parade - Oct Veterans - Nov Thanksgiving - Nov Holiday - Dec D/D Dance - Feb Field Day - March JRFH - March Music - Spring 2021 Volunteer - May | <p>Participation number from Sign in Sheets</p> |

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| <ul style="list-style-type: none"> • Field Day • Father/Daughter Dance • Jump Rope for Heart • Musical Performance • Volunteer Thank-you Breakfast • Family Unplugged Game Night** | <u>Parent and Family Involvement</u> | <ul style="list-style-type: none"> • **Game Night - May 4th Q | |
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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? -How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs | Training Format (Workshop, book study...) Presenter? | Intended Audience | Timeline |
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| SBJ: A Title 1 School | <ul style="list-style-type: none"> • How to reach out, communicate with parents/families. • The value of contributions from parents/families • How to coordinate parent/family programs | Professional Development Powerpoint C.Henry J. Ruckersfeldt | SBJ Faculty and Staff | During Pre Planning Wednesday - 8/5? 8/3/2020 - 8/7/2020 |

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Communication

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| Assurance 9 | How do you distribute the "Right-to-Know" policies? | SBJ distributes the Right - to - Know policies at the beginning of the year in the Wednesday Folders that students take home weekly. The school also posts the Policy on the school's website. If needed, a translated version can be sent home a well. |
| 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? | A letter is sent home from the Principal of SBJ informing all parents of scholars that have been assigned or taught for four or more consecutive weeks by a teacher in a class where the teacher is absent for 4 or more consecutive weeks or is considered out of field. |
| Assurance 11c | Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations. | Parents are informed of curriculum through Parent Curriculum Nights, the Title I Meeting, Monthly Grade Level Parent Meetings, SAC Meetings, Parent Volunteer Organization Meetings, the SBJ Facebook and website, along with the district website. Information about assessments are shared with parents via Newsletters, Facebook, Robo-calls, Remind APP, and FOCUS Parent Portal. Scholar expectations are shared during parent/teacher conferences, curriculum nights, and Monthly Grade Level Parent Meetings. |
| Assurance 11d/f | Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment. | Parents are informed through Facebook and Robo-calls when the FSA scores are available to view on the FOCUS Parent Portal. Letters are sent home to those requesting paper copies. Copies can be mailed to the |

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| | | students house at the parents request. |
| 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 Principal of SBJ signs an attestation stating all homeroom teachers have held at least one conference with each parent and a learning compact was signed. If the homeroom teacher is unable to have the conference, the teacher will document three different attempts to schedule a conference with the parent. |
| 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. | SBJ distributes the Right - to - Know policies at the beginning of the year in the Wednesday Folders that students take home weekly. The school also posts the Policy on the school's website. If needed, a translated version can be sent home as well, in the parents native language. |
| 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 policy is made available through the school's website and a copy is located in the front office for periodical updates and changes if needed. |

Communication

Elise Taylor

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