

## Bowling Green Elementary Parent and Family Engagement Plan (PFEP) 2020-2021

I, Stuart Durastanti, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

  
Signature of Principal or Designee

9/4/2020  
Date Signed

## Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Parent representatives will participate on the school's School Advisory Council (SAC) which is the decision making entity of the school. More than 50% of the SAC committee members are parents. The SAC council will meet at least once each quarter. The SAC council will meet to review, provide meaningful input and revise the PIP annually prior to the approval. SAC council will also be responsible for creating the School Improvement Plan and conducting a SIP midyear review. Use of Parental Involvement funds will be meaningfully discussed and approved at these meetings

## Coordination and Integration

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 V [Section 1116(a)(2)(D) and 1116(e)(4)].

count	Program	Coordination
1	Title IV	Supports activities to assist students, teachers, staff and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology.
2	Title III	Supports activities to assist students to become proficient in English. Supports parent involvement and education strategies. Title III staff will meet with ELL parents to build capacity: literacy strategies will be provided to parents at meetings held after school hours.
3	IDEA	Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.
4	Hardee Federal Programs	The directors of the federal programs will meet quarterly to collaborate and coordinate events to eliminate duplication. Directors share schedules of events to encourage joint participation.
5	Migrant Parent Advisory	The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.
6	Homeless-Title IX Part C & Title 1 Part A	Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title I, Part A also funds a homeless advocate for homeless students.
7	VPK	These programs are provided and facilitated through the district each summer at a designated school location for families of all eligible incoming kindergarten students not previously served in the private sector.
8	Adult Education	Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

9	Nutrition Programs	LEA participates in the Community Eligibility Program (CEP) and provides free breakfast and lunch for all Hardee County school district students. Summer food programs are provided at various school sites and community locations.
10	Title I Part A	Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent and family engagement activities.
11	Title II	Provides for teachers and administrators professional development and supports all teachers to be state certified.
12	Title I, Part C, Migrant	Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program.

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## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide), school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Parent Meeting to discuss requirements of Title I and rights of parents	Principal/Dean	Sept. 2020	Parent Evaluations, sign in sheets.
2	Develop agenda, handouts and PowerPoint presentation that address the Title I requirements and right	Dean	Sept. 2020	Copies of agenda, handouts and presentation.
3	Develop and disseminate invitations	Dean/ Parent involvement committee	Sept. 2020	Copy of flyer with date, posting on school website.
4	Maintain documentation	Dean	Sept. 2020	Sign-in Sheets, documentation box will be maintained in Principal's office.

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1116(c)(2)].

**Response:** Many schools offer an additional meeting time in the morning as well as the evening. Parent-teacher conferences are also scheduled during the first nine weeks grading period with every parent at flexible times. Throughout the year, parents and teachers will meet both in person and by phone to discuss student progress, assessments, and academic achievement standards as needed.

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement. [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1116(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1116(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Kindergarten Round Up: To inform parents of upcoming Kindergarten students what to expect as their children enter Kindergarten	Principal, Dean, Kindergarten Teachers	Increased School Readiness for Kindergarten students	May 2021	Parent sign-in sheets, Evaluation forms
2	Parent Information Nights: To inform parents about FSA, curriculum, and strategies to help prepare their children	Grade level teams, Literacy Coach	Increase Student Achievement on FSA	On-going	Parent sign-in sheets, Evaluation forms
3	Winter Data Nights: To provide opportunity for parents to understand their child's data to increase student achievement.	Administration, Literacy Coach	Increased Student Achievement	Feb. 2021	Parent sign-in sheets, Evaluation forms

4	State assessment: Distribution of materials	Administration, Guidance Counselor	Provide information to parents about FSA.	On-going	Higher FSA scores.
5	Parent Notification Requirements: Distribution of information.	Administration, Office Staff	Provide parents with updates on school functions, parent notifications, etc. Provided in multiple languages.	On-going	Parent sign-in sheets, Evaluation forms.
6	Local assessments: Distribution of materials.	Administration, Literacy Coach	Provide parents with information on the academic progress of their child	On-going	Evaluation forms.
7	State's academic standards: Distribution of materials.	Administration, Literacy Coach, Guidance Counselor	Provide information to parents on the content of the standards.	On-going.	Evaluation forms.
8	Open House	Administration, Literacy Coach, Guidance Counselor	Understanding what is needed to get the school year started with supplies the children need, transportation, and school-wide procedures	August 7 <sup>th</sup> , 2020	Sign-in sheets
9	Individual Parent/Teacher Conferences	Administration, Literacy Coach, Guidance Counselor	Review of student assessment data, new curriculum requirements for K-5 in reading, math, science, and writing	Aug- Oct. 2020	Sign-in sheets, compacts
10	Panther Paws Newsletter	Administration, Literacy Coach, Guidance Counselor	Communicate current information, calendar of events, provide parent helps, connections and tips to improve student academic progress	Monthly	Copies of Distribution

## Staff Training

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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Information training for school staff	Dean	Provide staff with Title I information/training to improve communication with parents and provide resources to support learning at home.	August/Sept 2020	Evaluations
2	Monthly newsletter/faculty meetings on the value of parental involvement	Principal, Dean, Guidance Counselor	Improve the ability of staff to work with parents by providing best practice examples.	Monthly	Surveys
3					
4					
5					

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1116 (e)(4)].

**Response:** Title I Parent Resource Center: Parents may check out materials and books to use at home. Parents may use the computers to work with their children. The person responsible will be the guidance counselor and the time-line will be on-going.

## Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about the Title I programs [Section 1116(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1116(c)(4)(B)];
- 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[Section 1116(c)(4)(C)]; and
- If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1116(c)(5)].

**Response:** At the annual Title I Parent Meeting, information will be provided to the parents about the Title I programs, the curriculum, and academic assessments. Sign-in sheets for the meetings will be maintained in the Title I box in the Principal's office. Information about Title I programs is distributed through the district composed letters that are sent home at the beginning of the year, this information is also available on the school web site. Also sent home at the beginning of the year is the Parent Compact. The Parent Compact is also reviewed at a parent conference during the course of the year. Parent-teacher compact is annually approved by our

SAC committee after they have contributed meaningful input. Other mediums of communication that the Bowling Green Elementary uses include school and district websites, parent meetings and conferences, school newsletters, marquee, district curriculum grade level expectation parent flyer, student data reports sent home quarterly to inform parents of student progress. Student progress is monitored through progress reports, quarterly report cards and Progress Monitoring Plans. In addition, parents receive reports regarding their child's assessment results on iReady and Benchmark Assessments as these assessments are completed throughout the year. Parents can also check FOCUS for weekly grade updates.

**The District will notify parents during the first week of school through the “Right To Know” letter that parents have the right to request information on the professional qualifications of the students’ classroom teachers and paraprofessionals.**

**The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is not state certified. This notification will be a “Four Week Letter” to the parents.**

**The school will provide each family with an individualized student report of the child’s performance on state assessments for those students taking the assessments. Copies are available for pickup through the school’s front office.**

#### **Accessibility:**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

**Response:** All mailings, Title I information and school documents will be made available to parents in English and in Spanish. Other languages are available upon request. Parent conferences and meetings will be translated as needed. Family workshops will be translated as needed. The PIP will be posted on the school's website. The school will provide opportunities both during and after school to encourage parent involvement. Activities will be advertised on the school marquee, in the local newspaper, through notes or flyers sent home with students and at local community centers. Edulink, the phone call out system, will be used to promote family involvement activities in both English and Spanish. Invitations to school meetings and conferences are backpacked home with the student. Invitations are provided in both English and Spanish. To increase participation among our parents of students with disabilities, our guidance counselor will oversee their invitations. Our migrant liaison will communicate with our migrant parents about the importance of parent involvement. A monthly newsletter, Bowling Green Elementary Panthers, is distributed to all parents, students, and staff. The monthly newsletter is in both English and Spanish. Parents are also encouraged to utilize the school website where activities and parental resources are available electronically. We also utilize the student planners for announcements and parent communication.

Parents are also provided regular reports of academic progress through report cards, progress reports, and completed assignments. If needed a Progress Monitoring Plan is developed between the teacher and parent. Regular meetings are encouraged as follow up to the strategies outlined to check on progress. If

an interpreter is required, several bi-lingual staff members are available to assist.

**Barriers:** Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(D)(i)].

Count	Barrier( Including the specific subgroup)	Steps the School will Take to Overcome
1	Parents lack time for involvement (Economically Disadvantaged)	Offer parental involvement activities at multiple times and provide hard copies for those unable to attend.
2	Parents do not know how to help their child at home. (Economically Disadvantaged)	Provide parent information sessions and resources on helping their child at home.
3	Native Language	Provide a translator at every parent event.