

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

CLAY COUNTY DISTRICT SCHOOLS



School Name: **Coppergate Elementary School**

School-Wide Parent and Family Engagement Mission Statement

Coppergate Elementary School believes in educating the whole child, encompassing academic excellence with the integration of the visual and performing arts. Coppergate Parent Involvement Activities will provide parents with encouragement, ideas and materials to help their children improve academically as well as enhance their artistic expression.

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.

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- 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.
- 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.

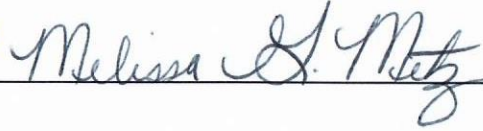
Assurance 11d, Shared Responsibilities for High Student Academic Achievement: The LEA will ensure that all requirements outlined in section 1116(d)(1-2) are met.

- 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:



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?	<p>Parents/Families will be encouraged in the decision-making process of CGE's Title I program. Parents will be involved in:</p> <ul style="list-style-type: none">• facilitating the development of the SIP, Compact, and PFEP• monitoring implementation of the SIP and PFEP• evaluating the effectiveness of the SIP, Compact, and PFEP• providing assistance in the preparation of the school's annual budget <p>Parents will have the opportunity to join our SAC Committee and Parent Volunteer Organization.</p>
How Title I funds will be used for parent/family engagement activities and policies at your school?	<p>Title I funds will be used to improve student academic achievement and school performance. The funding will support and develop the capacity of parents to support their children's education and to support a partnership among the school, parent, and community. Communication about policies is done with SAC and at our Annual Title I Meeting.</p>

How will your school ensure adequate representation of parents of participating children in the decision-making process?	SAC meetings will be held quarterly. Flexible meeting times will be available to accommodate participation via, newsletter, school marquee, social media, robo-calls, Tuesday communication folders, and student planners. The SAC committee is made up of 51% parent and community and 49% teachers and paraprofessionals. CGE's evaluation for representation of parents in the decision-making process is collected through the Title I Annual survey and feedback forms after each event listed in our PFEP.
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 SAC committee will be responsible for planning, reviewing, and evaluating the SIP, annual budget, and PFEP. Parents will evaluate effectiveness of programs and policies through surveys, parent/teacher conferences, exit tickets following parent involvement activities, climate survey, Tuesday Folders, and annual surveys.
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?	Parent requests for meetings regarding their child's education will be held promptly through teacher and/or administration conferences. ESE students will be contacted through an Interim IEP.
What method of evaluation do you utilize to review and design more effective parent/family engagement strategies and policies?	We evaluate the effectiveness of engagement strategies and policies through surveys, SAC meetings, teacher/parent conferences, and feedback forms. This data will be analyzed by the Title I Team.
How will the plan be made available to the community?	The PFEP will be available to the community via the school website and the Title I binder located in the front office.

*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?)
IDEA/ESE	MTSS Coordination, SST, IEPs, 504s, Ongoing services
School Choice Office	District - funds provide after school clubs (drama, art, video production)
Child Find	Identifies students with special needs throughout the community such as daycares and Clay Behavioral
Title III ESOL program	ESOL programs are available for qualified students Provides an interpreter as needed ELL assistant provides support
Fleming Island Library	Provide resources for parents: summer resources, opportunities to sign up for library cards, participate in STEAM night event

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	September 15, 2020
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	CGE Title I fliers, robo-calls, school website, marquee outside of the school, social media posting weeks before the event
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) 	The Title I Lead will develop and disseminate invitations, powerpoint, develop an agenda, handouts, and/or other presentation materials,

<ul style="list-style-type: none"> • 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 	<p>advertise/publicize the event and develop sign in sheets and surveys. The principal will present a program that will inform parents of the “Right to Know” and about the school’s Title I program, the nature of the Title I program such as school wide and/or targeted assistance, the qualifications of teachers and paraprofessionals. If a teacher is out for more than 4 consecutive weeks the principal will send home a letter to each student in the class. A copy will be placed in the Title I binder located in the front office. Families can offer suggestions and feedback at SAC meetings, the Title I Annual meeting, parent surveys, conferences and notes. Parents can access academic achievement results through conferences, retention letters sent home to students at risk, MTSS meetings, IEP meetings, student planners, and FOCUS parent portal.</p>
<p>How will you determine the effectiveness of the Title I Annual Parent Meeting?</p>	<p>Parent and teacher surveys, SAC meetings, and discussion at Leadership and Faculty meetings.</p>

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.

<p>Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend.</p>	<p>Parent involvement activities are scheduled before, during, and after school, to accommodate each family so they have an opportunity to participate in their child’s education.</p>
<p>Describe what child care, home visits, transportation and/or varied language services are provided by your school.</p>	<p>Social workers make home visits when necessary. District provides translators for parent/teacher conferences. Reports can be provided in different languages: MTSS, Achieve 3000, Imagine Learning, and i-Ready. Transportation is provided for some ESE students. CGE offers a YMCA program after school.</p>
<p>Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.</p>	<p>Work schedules, transportation, and language barriers. Also, parents who have children that are not of school age find it difficult to participate.</p>

Barriers: What steps will the school take to overcome these barriers?	Provide transportation for those in need, and translators for non English speaking families. We will provide at least 2 parent activities that are scheduled for the daytime. We feel this will increase participation for those who work evenings.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	Exit tickets are given to parents after each parent involvement/school activity. The Title I Lead and a team audit the surveys and talley results. Results are then reported to school admin, teachers and staff. Results are also reported during a regular SAC meeting with the SAC committee's discussion and input. Feedback is also given on our 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.	CGE provides flexible meeting times to accommodate work schedules. The staff and administration provide assistance and resources to those parents who have hardships, that are disabled, and/or who are Limited English Proficient. Resources may include translation of materials, transportation and visits from the school social worker. CGE shares information through Tuesday Folders, planners, sends home flyers and newsletters, marquee, robo-calls, Facebook, and Peachjar.

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
(Included anything your school will be using 6150 funds for.) (Include activities, trainings, staff, materials, programs)	(You may hyperlink the research.)		

Technology <ul style="list-style-type: none"> Parent Portal Registration Opportunities 	https://www.edweek.org/ew/articles/2017/04/05/digital-communication-tools-target-essa-parent-engagement-mandat.html	August 2020 Ongoing	Percentage of parents who signed up for the Portal
Orientation	http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf	August, 2020	Google Meets Attendance Facebook comments, and exit tickets
Math and Science Connection	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4041506/	September 2020 - May 2021	Parent/Family Feedback
Title I Annual Meeting	https://parents.grps.org/2016/01/5533/ https://info.fldoe.org/docushare/dsweb/Get/Document-4375/k12-07-73att.pdf	September 15, 2020	Google Meets Attendance Facebook comments, and exit tickets
STEAM	https://www.ed.gov/stem	February 2021	Parent/Family Feedback Facebook comments Sign-in Sheets
Literacy Night	http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/-Family-Literacy.aspx	March 2021	Parent/Family Feedback Sign-in Sheets
Student-led Data Chats	https://eleducation.org/resources/using-data-engaging-students	February 2021	Sign-in Sheets Facebook comments, and exit tickets
Transition Activities <ul style="list-style-type: none"> 6th grade visit to LAJH Kindergarten staggered enrollment 	https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArticleID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx http://www.ascd.org/ascd-express/	Spring 2021 August 2020	Student Feedback Forms Sign-in Sheets Focus Attendance

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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?	Training Format (Workshop, book study...) Presenter?	Intended Audience	Timeline
Title I Information Meeting Importance of Parent Involvement	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Administration Title I Lead Teacher	CGE Faculty	October 2020 *Ongoing throughout the year.

Communication

Assurance 9	How do you distribute the "Right-to-Know" policies?	Sent home in Tuesday Folders. Copy placed in Title I
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		binder located in the front office
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?	Administration sends a note home to the parents via the student planner and a copy is placed in the Title I binder located in the front office.
Assurance 11c	Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	<p>Parents are informed of the curriculum, assessments and student progress and achievement expectations through:</p> <ul style="list-style-type: none"> • conferences - phone and/or face to face • retention letters sent home to students at risk • SAC meetings • School Improvement Plan • MTSS meetings • IEP meetings • FOCUS Parent Portal • student planners • activities according to our PFEP • Guidance booth set up with information at events • Title I Annual Meeting
Assurance 11d/f	Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	Parents can access the scores through the Parent Portal. Individualized copies sent home with students via Tuesday Folder.
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?	Teachers submit completed parent compacts along with conference forms and/or acceptable documentation of attempted contact. Parent conference days/afternoons offered to accommodate parent schedules.
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 notified through our school website, social media, and front office. Parents can request the policy in a language that they can understand.
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.	Facebook, CGE website, and Peachjar.

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