

## Browning-Pearce Elementary School



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### 2020-2021 Parent and Family Engagement Plan

As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:

## Involvement of Parents

*Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.*

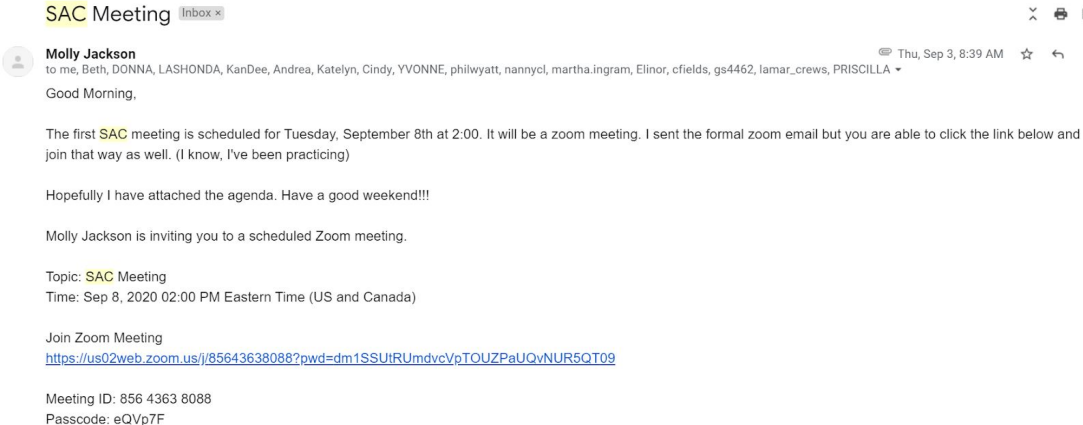
BPES will host a quarterly SAC meeting inviting all stakeholders to participate in the requirements of planning, reviewing documentation, and making school wide decisions. Attendees may participate either physically, virtually, or by digital correspondence.

*How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?*

The BPES leadership team met to review the previous year's plan and discuss what **may have** worked better and what **could have** worked better. The plan was revised, and recreated with the team's input. The team consists of admin, TOSA, Parent & Family Liaison, faculty, parents  
We will post a request to our school facebook page and ask parents who might like to be a part of the review process. We send out a copy of the prior year's PFEP to any stakeholders who wish to be part of the review committee for this coming year. Facebook Messenger feedback is requested once the previous year's plan is shared on Google Drive. Parents may also request a paper copy of the PFEP.

*How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?*

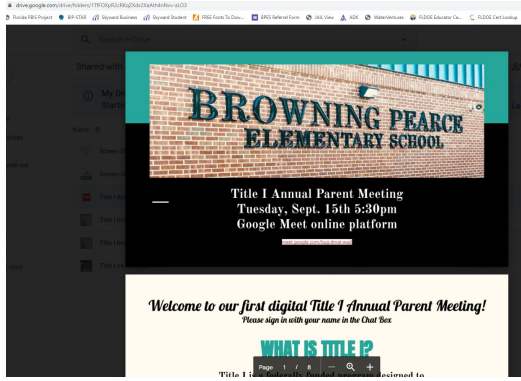
Each quarter the SAC meeting agenda will include fiscal information as well as any school plans which may involve the use of Title I funds. Stakeholders will be able to voice their opinions and come to a conclusion, with the principal's approval, on how the funds are best spent for BPES. School Messenger broadcasts announcing to families all school events and information by callout system. Remind is also used for individual families; however, is not available this year for school-wide messages any longer. Class Dojo, our school marquee, BPES website, BPES Facebook page, PIDAC meetings, and the Title I Annual Parent Meeting will address available funding so that parents may offer their input in the decision making process for spending the funds most appropriately.  
BPES regularly solicits feedback from engaged parents and community members to help us reflect on our plans, practices, and performance in meeting students' and families' needs each school year.  
Title I Parent Involvement funding is then discussed at each meeting throughout the year so that continued input is collected and activities and spending can be altered if

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| <ul style="list-style-type: none"> <li>· Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family Engagement Plan, and the Parent-Student-Teacher Compact;</li> <li>· Invite and encourage parent/family attendance to the school's Annual Title I Meeting;</li> </ul>  |  | <p>needed. The plan constantly serves as a working/amenable document.</p>   |
| <ul style="list-style-type: none"> <li>· Involve parents/families in decisions about how Title I, Part A funds are spent;</li> <li>· Provide parent/families with timely information in an understandable format Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;</li> <li>· Provide an individualized student report on their child's performance on State tests; and</li> <li>· Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA.</li> </ul> | <p><b><i>What evidence do you have to document parent/family participation in writing/reviewing your PFEP? What evidence do you have that documents parent/family input in spending PFE funds?</i></b></p> <p><b><i>Evidence should include an agenda clearly stating the purpose of review/revise the PFEP and a sign in sheet.</i></b></p> | <p>Virtual sign-in by means of the chat box on our initial SAC meeting via Google Hangout.</p> <p>Facebook Messenger requests for parent participation in reviewing the PFEP. The Google Document will be shared to select parents for review as “viewer” and they will be asked to submit feedback or reflection as to their opinion and/or ideas they wish to be considered. Parent collaboration via FB messenger.</p>  <p>The screenshot shows an email from Molly Jackson to a group of people including Beth, DONNA, LASHONDA, KanDee, Andrea, Katelyn, Cindy, YVONNE, philwyatt, nannycl, martha.ingram, Elinor, cfields, gs4462, lamar_crews, and PRISCILLA. The email is dated Thursday, September 3, 8:39 AM. The subject is 'SAC Meeting'. The body of the email states: 'Good Morning, The first SAC meeting is scheduled for Tuesday, September 8th at 2:00. It will be a zoom meeting. I sent the formal zoom email but you are able to click the link below and join that way as well. (I know, I've been practicing) Hopefully I have attached the agenda. Have a good weekend!!! Molly Jackson is inviting you to a scheduled Zoom meeting. Topic: SAC Meeting Time: Sep 8, 2020 02:00 PM Eastern Time (US and Canada) Join Zoom Meeting https://us02web.zoom.us/j/85643638088?pwd=dm1SSUIRUmdvcVpTOUZPaUQvNUR5QT09 Meeting ID: 856 4363 8088 Passcode: eQVp7F'</p> |

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|  | <p><b><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP. How will this plan be made available to the community?</i></b></p> | <p>We will share the initial PFEP with our stakeholders via the Google Hangout session for the first 20-21 SAC meeting and then post the document link on our school website for feedback purposes, via the Menu drop-down tab under Documents. Comments expressing dissatisfaction with the plan will be reported to the District Federal Programs Office</p> <p>The plan is continuously made available to all stakeholders through the school website and a hard copy can be viewed in the front office at the school.</p> |
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| <p><b>Flexible Parent Meetings</b></p>  |  |
| <p><b><i>Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.</i></b></p>                  | <p>Quarterly SAC meetings are scheduled for Sept. 8 @ 2:00 Nov. 2 nd @ 2:00 Jan. 12 th @8:00 March 9 th @ 8:00</p>   |
| <p><b><i>Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.</i></b></p> | <p>Priscilla Perry, our Migrant support liaison through Federal Programs makes home visits and volunteers her time to transport parents and or materials to and from school for meetings, school resources and supplies, and so that families can have a common language by which to understand school requests and business by translating for us with non-english speaking families.</p> <p>DCF counselors, our BPES parent liaison and data clerk, PCSD Mental Health and Wellness counselors, Project Praise and other investigators make home visits when necessary in order to meet with parents and or get paperwork completed.</p> <p>The Title I Annual Parent Meeting will be held via Google hangout on Sept. 15th at 5:30pm and all BPES families are invited to attend virtually. The meeting slides and information will also be posted on our BPES website and Facebook pages afterwards for any parent comments or questions.</p> <p>We are hosting a digital Scholastic Book Fair in which all families may shop and send the link to others to support BPES Sept. 14-27. The link will be posted on our school website, Canvas announcements, and Facebook page.</p> |


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|   | <p>Open House will be presented virtually on our BPES Facebook page in recorded sections by grade level to introduce our staff and exhibit our campus and classrooms online. The recording will be posted individually on Sept. 30th.</p>  |
| <p><b>Annual Parent Meeting –</b> <i>the annual Title I meeting must be a stand-alone meeting with an agenda and sign in sheet clearly indicating that the meeting was only for the purpose of informing stakeholders that the school is a Title I school, explaining the requirements of being a Title I school, and the rights of parents to be involved. Federal Programs has been advised by the state that it is inappropriate to count this meeting as documentation of the opportunity for parents to review and revise the PFEP, the Schoolwide Plan and the School-Home Compact.</i></p> |  |
| <p><b>Date and time you will hold your Annual Title I Meeting</b></p>   | <p>Sept. 15 5:30 pm</p>  |
| <p><b><u>Notification and Invitation:</u></b></p> <ul style="list-style-type: none"> <li>• <i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i></li> <li>• <i>How will the school assure the notification and invitations are in a language all parents can understand?</i></li> </ul>  | <p>The invitation for families was shared via School Messenger callout, school marquee, Facebook page, school website, and Remind message in English and Spanish</p> <div data-bbox="961 914 1377 1154"> <p>The screenshot shows the school's website with a banner for the 'Title I Annual Parent Meeting' on Tuesday, September 15th at 5:30pm. It includes a Google Meet link and instructions for parents to join the virtual meeting.</p> </div> <div data-bbox="1388 862 1686 1154"> <p>The screenshot shows a Facebook post from Browning Pearce Elementary School announcing the Title I Annual Parent Meeting on Tuesday, September 15th at 5:30pm. It includes a Google Meet link and instructions for parents to join the virtual meeting.</p> </div> <div data-bbox="1696 781 1997 1154"> <p>A photograph of a brick building with a sign that reads 'BROWNING PEARCE ELEMENTARY SCHOOL' and 'TITLE I PARENT MEETING 9-15 530PM LINK ON BPES FACEBOOK AND WEBSITE'.</p> </div> |
| <p><b><u>Information:</u></b></p> <p><i>Please describe how your meeting will cover the required information about:</i></p> <ul style="list-style-type: none"> <li>• <i>Benefits to all students in a Title I schoolwide program;</i></li> </ul>  | <p>A slide presentation is presented that covers all the required information at the Title I Annual Meeting. (Please see the slide presentation in the drive shared folder for all information covered in the Annual Parent Meeting.)</p> <p><a href="https://drive.google.com/drive/folders/1TfFOXpR2cRKqZXds2XaAth4nNvv-aLO3">https://drive.google.com/drive/folders/1TfFOXpR2cRKqZXds2XaAth4nNvv-aLO3</a></p>   |

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| <ul style="list-style-type: none"> <li>● <i>Right-to-know 4-week out-of-field letters &amp; teacher and paraprofessional qualification information,;</i></li> <li>● <i>explanation of curriculum;</i></li> <li>● <i>assessments used to measure student progress,;</i></li> <li>● <i>expected achievement levels on state tests;</i></li> <li>● <i>PFE funds;</i></li> <li>● <i>School Compact and;</i></li> <li>● <i>opportunities provided for engagement.</i></li> </ul>   |    |
| <p><b><u>Barriers:</u></b></p> <ul style="list-style-type: none"> <li>● <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i></li> </ul>  | <p>We have a Spanish translator available for parents</p>  |
| <p><b><u>Evaluations:</u></b></p> <ul style="list-style-type: none"> <li>● <i>How will you get feedback from parents about the meeting?</i></li> </ul>  | <p>Title I survey</p>  |
| <p><b><u>Parents who do not attend?</u></b></p> <ul style="list-style-type: none"> <li>● <i>How will you get the information home to parents who did not attend the meeting?</i></li> </ul>   | <p><b>Browning Pearce Facebook page</b><br/> Browning Pearce school website <a href="http://bpes.putnamschools.org/">http://bpes.putnamschools.org/</a><br/> Remind App<br/> School Marque<br/> Title I Brochure in English and Spanish sent home with all students during registration/Meet &amp; Greet<br/> Student-parent-Teacher Compact sent home via backpacks</p> |
| <p><b>Building Capacity of Parents to Support Their Child</b></p> <p>Explain how parents/families are invited to participate in activities such as parent trainings that are linked to <u>student achievement</u>.</p> <ul style="list-style-type: none"> <li>● <i>How will your school help parents gain an understanding of such topics as: the State’s standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?</i></li> <li>● <i>What training or materials will you provide to help parents work with their child to improve their child’s academic achievement?</i></li> </ul> |  |

| Title - Topic  | Impact on Student Achievement   | Materials   | Tentative Date/Time<br>Is this flexible to accommodate parent schedules? | Transportation | Refreshments | Childcare           | Translation<br>Available as needed |
|--|---|---|--|----------------|--------------|---------------------|------------------------------------|
| Registration/<br>School<br>Supply<br>Drop-Off                                  | Parents complete or update registration documentation. Get information from the school and teachers on how to have a successful school year for their child and help support student achievement as well as supply list for the grade level or teacher. | Registration packets<br>Teacher rosters. Bus route information. | August 18-21   |                |              | Children can attend |                                    |
| Snack in a Bag Provide food on weekends. Building relationships with families. | Students are more inclined to attend and focus while at school  | Ready to eat food/snacks  | All year   |                |              |                     |                                    |
| Title I Parent Resources available PIDAC participation                         | Parents gain access to information and resources to help promote students achievement   | Title 1 flyer<br><br>PIDAC invitations                          | All year   |                | x            |                     |                                    |
| BPES Facebook Page   | Provide reminders and celebrations for parents to promote a positive climate at BPES  | Pictures, event information                                     | All year   |                |              |                     |                                    |
| 21 Century After School Program parent nights                                  | Parents gain access to information and resources to help promote students achievement   | After school information  | All online throughout the year-<br><br>TBD                               |                |              |                     |                                    |

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| Virtual Open House and Scholastic Book Fair | Parents gain access to information and resources to help promote students achievement<br><a href="https://bookfairs.scholastic.com/bookfairs/cptoolkit/homepage.do?method=homepage&amp;url=browningpearce&amp;fbclid=IwAR1rv51fbl43_0iZs0YnErZgKlf4sVWPgggdjtVUlgfO1QEToyvelvUX69w">https://bookfairs.scholastic.com/bookfairs/cptoolkit/homepage.do?method=homepage&amp;url=browningpearce&amp;fbclid=IwAR1rv51fbl43_0iZs0YnErZgKlf4sVWPgggdjtVUlgfO1QEToyvelvUX69w</a> | Digital Book Fair event   | Sept. 14-27, 2020<br><br>Posted on BPES Facebook<br>September 30, 2020 |  |  |  |  |
| Terrific Kid                                | Building relationships with students and families as well as promoting positive behavior expectations  | ONLINE TK parent and student invitation<br>Award items                | Quarterly  |  |  |  |  |
| PCSD Graduation Coach visit                 | Ms. Brown visit 5 <sup>th</sup> grade classes to promote good academic habits and student-based goals towards staying on track for high school graduation  | Graduation requirements ppt<br><br>"Kahoot"<br>Game for student teams | Dates/Times TBD<br><br>During school hours                             |  |  |  |  |


PCSD Family  
Learning Bytes



PLEASE JOIN US  
FRIDAY, SEPT. 4TH  
FOR A PCSD FRIDAY  
FAMILY LEARNING BYTE

**Connecting  
with  
Canvas:  
Becoming a  
Parent  
Observer**

Please register for this  
event using this link:  
[bit.ly/PCSDCanvas](https://bit.ly/PCSDCanvas)



ÚNASE A NOSOTROS EL  
VIERNES 4 DE  
SEPTIEMBRE  
PARA UNA SESIÓN DE  
APRENDIZAJE FAMILIAR  
DE PCSD

**Connecting  
with  
Canvas:  
Becoming a  
Parent  
Observer**



Browning Pearce Elementary School

2:30-3:15 p.m.

ÚNASE A NOSOTROS EL  
VIERNES 4 DE  
SEPTIEMBRE  
PARA UNA SESIÓN DE  
APRENDIZAJE FAMILIAR  
DE PCSD

**Connecting  
with  
Canvas:  
Becoming a  
Parent  
Observer**

Regístrese para este evento  
usando este enlace:  
[bit.ly/PCSDCanvas](https://bit.ly/PCSDCanvas)

LOS TEMAS INCLUYEN:

- UNA DESCRIPCIÓN  
GENERAL DE CANVAS
- CÓMO VINCULAR UNA  
CUENTA PARA PADRES
- FUNCIONES ÚTILES  
PARA ASIGNACIONES,  
FECHAS DE ENTREGA Y  
COMUNICACIÓN

72 People Reached 3 Engagements

Like Comment Share

Send Post

Online

9/4/20



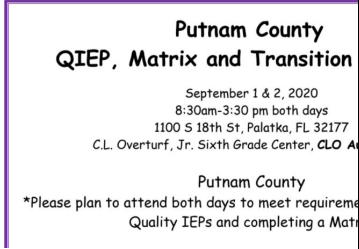


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| <i>community, business partners, and churches, to improve student achievements</i> | Hayleigh's Closet, East Palatka Volunteer Fire Dept., PSCO, Island Doctors, Feed the Need of Putnam, WHIF 91.3 HOPE FM |
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- Examples of capacity building events/activities: literacy training, using technology, Florida standards/curriculum, testing, progress monitoring, transition information, (K, MS, HS), College and Career, Graduation requirements & scholarships.
- Agendas must document that parent/family activities had an academic component that facilitated parents and family being able to support their child's Academic achievement. Sign-in sheets are required documentation.

|  |   |  |                                    |                            |
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| <b>Building the Capacity of Staff (Professional Development)</b><br><i>This is a requirement under ESSA</i>  |   |  |                                    |                            |
| <b>Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on....</b> <ul style="list-style-type: none"> <li>• <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i></li> <li>• <i>the value and utility of contributions of parents/families</i></li> <li>• <i>how to implement and coordinate parent/family programs</i></li> <li>• <i>how to build ties between parents/families and the school</i></li> </ul> |   |  |                                    |                            |
| <b>Please describe below how you will provide professional development</b>   |   |  |                                    |                            |
| <b>Topic-Title</b>   | <b>Purpose?</b><br>How does this activity help staff build school/parent relationships? | <b>Implementation format:</b><br>(workshop, book study, etc.)<br><b>Presenter?</b> | <b>Who is the audience?</b>        | <b>Tentative Date/Time</b> |
| PCSD Administrative training, monthly meetings   | Inform and train administrators   | Informational meeting  | Administrators                     | Monthly                    |
| PCSD Administrative training, monthly meetings   | Inform and train administrators   | Informational meeting  | Administrators                     | Monthly                    |
| Center for Collaborative Classroom- Caring   | Program implementation.   | Face to Face training with Mr. Stevens   | Teachers and instructional coaches | August 17, 2020            |

| Classroom Community Training  |  |  |  |                         |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
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| PCSD Student Services & Discipline training                         | Establish discipline procedures and protocols, Review COVID-19 protocols   | Informational meeting                          | Assistant Principal, TOSAs   | Aug. 2020               |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
| Crisis Prevention Intervention (CPI) training with designated staff | Train participants how to safely diffuse a physical situation with a child | Physical training to prevent crisis situations | designated staff members   | Aug. 8 & 9, 2020        |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
| Suicide Prevention training via Skyward links to webinar videos,    | Teach suicide awareness and prevention strategies                          | Informational video                            | All Faculty and Staff  | August/September 2020   |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
| CPR training  | Train participants how to properly and safely perform CPR                  | Informational and physical training            | designated staff, <div><table><tr><th colspan="5">CPR/First Aid Trainings</th></tr><tr><th></th><th>Time</th><th>Date</th><th>Topic</th><th>Training</th></tr><tr><td></td><td></td><td>10:00 - 12:00</td><td></td><td>Hand-on Training</td></tr><tr><td></td><td></td><td>8:00 - 4:30</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>3:00 - 4:30</td><td></td><td>Hand-on Training</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr><tr><td></td><td></td><td>8:30 - 3:00</td><td></td><td>CPR/First Aid/AED</td></tr></table></div> | CPR/First Aid Trainings |  |  |  |  |  | Time | Date | Topic | Training |  |  | 10:00 - 12:00 |  | Hand-on Training |  |  | 8:00 - 4:30 |  | CPR/First Aid/AED |  |  | 3:00 - 4:30 |  | Hand-on Training |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED |  |  | 8:30 - 3:00 |  | CPR/First Aid/AED | Throughout the school year |
| CPR/First Aid Trainings   |  |  |  |                         |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   | Time   | Date   | Topic  | Training                |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 10:00 - 12:00                                  |  | Hand-on Training        |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:00 - 4:30                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 3:00 - 4:30                                    |  | Hand-on Training        |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |
|   |  | 8:30 - 3:00                                    |  | CPR/First Aid/AED       |  |  |  |  |  |      |      |       |          |  |  |               |  |                  |  |  |             |  |                   |  |  |             |  |                  |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |  |  |             |  |                   |                            |

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| Medication training   | Train participants how to properly and safely administer medications | Information on protocols and procedures  | designated staff,                                | Throughout the school year |
| QIEP training   | Requirements, implementation and expectations                        |  <p><b>Putnam County</b><br/><b>QIEP, Matrix and Transition</b></p> <p>September 1 &amp; 2, 2020<br/>8:30am-3:30 pm both days<br/>1100 S 18th St, Palatka, FL 32177<br/>C.L. Overturf, Jr. Sixth Grade Center, <b>CLO AL</b></p> <p>Putnam County<br/>*Please plan to attend both days to meet requireme<br/>Quality IEPs and completing a Mat</p> | ESE teachers and staff                           | 9/1/2020<br><br>9/2/2020   |
| Imagine Learning  | Assessment and Program implementation                                | Interactive training session for migrant and ELL students' support   | Mrs. Montes & Mrs. Clayton                       | Sept. 21, 2020             |
| Center for Collaborative Classroom (K-2)                      | Program implementation   | 3 days of virtual Interactive training sessions  | Teachers, select staff and instructional coaches | TBD                        |
| SIPPS   | Program implementation for ELA interventions                         | Face to Face refresher and training session  | Teachers, select staff and instructional coaches | Sept. 17, 2020             |
| LSI Summer Institute  | Virtual professional training on digital practices and SEL           | Online   | BPES staff and admin                             | June 17-18, 2020           |
| LSI Fantastic strategies for digital and face-to-face classes | Virtual professional training  | online   | BPES instructional staff                         | Aug. 3, 2020               |

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| FLKRS          | Staff training at PLC meeting        | Face to face          | TOSAs and paraprofessionals for K         | Sept. 9, 2020  |
| USA Test Prep  | Science progress monitoring training | During PLC grades 3-5 | 3-5 teachers                              | Sept. 2020     |
| HMH Open Court | Phonics curriculum                   | Pre-planning PD       | 3rd grade teachers                        | Aug. 2020      |
| BrightBytes    | Online database to replace MTSS-Star | PCSD training         | TOSAs, guidance, and MTSS support, Admin. | Sept. 25, 2020 |

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| <b>Communication</b>  |  |
| <i>Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is out of field?</i>   | 4-week Out of Field letters are sent home in September to inform parents of any teachers who are teaching out of field and are in the Title I Notebook located in the school's front office for additional access.                                     |
| <i>Describe how you provide each family with timely notice in an understandable format information regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals. Include how the Teacher Certification Letter is sent to parents at the beginning of the year.</i> | Parent Right to Know letter and Highly Qualified teacher letters are sent home at the beginning of the school year and anytime a teacher change is made.   |
| <i>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the</i>   | Teachers and staff inform parents of curriculum and assessment information through Remind app, Class Dojo, call outs, school/home connection letters, student planners, progress reports, monthly newsletters and other parent communication services. |

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| achievement levels students are expected to obtain.  |  |
| Describe how the school will provide each family on individualized report about their child's performance on state assessments.  | No 2019-2020 FSA results to share this year  |
| Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child's achievement. How is this requirement documented that it occurred? (This is a requirement for elementary schools only, but it is a legislated requirement). | <ul style="list-style-type: none"> <li>• Zoom recording</li> <li>• Google Meet</li> <li>• Parent Conference templates collected wherein the Compact is reviewed</li> </ul> |

**Coordination and Integration – If any of the programs below do not apply to your school please indicate N/A as your response.**

Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.

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| • <b>Homeless</b>  | Project Praise resources and support provided through Federal Programs. Information flyers and letters sent home in Spanish and English, Parent Resource Folders available in front office                |
| • <b>Migrant</b>   | Translation, home visits, transportation and other support provided through Federal Program. Information flyers and letters sent home in Spanish and English, Zoom meetings to introduce Imagine Learning |
| • <b>HeadStart</b> | Pre-K services, Parent  |
| • <b>Title II</b>  |   |

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| <ul style="list-style-type: none"> <li>• <b>Title III - ELL</b></li> </ul>                              | ESOL Plans established, Parent meetings and notifications sent home in English and Spanish, ESOL certified teachers   |
| <ul style="list-style-type: none"> <li>• <b>Title IV</b></li> </ul>                                     |   |
| <ul style="list-style-type: none"> <li>• <b>Title V</b></li> </ul>                                      |   |
| <ul style="list-style-type: none"> <li>• <b>ESE</b></li> </ul>  | Parents are invited in timely manner to all IEP meetings for their children. Parents are encouraged to give their input and express concerns to advocate for their child's educational experiences. Translation services are provided. Parent meetings and notifications sent home in English and Spanish. Certified Deaf Hard of Hearing staff available for IEP meetings or parent conferences. Zoom meetings are conducted for COVID-19 period   |
| <ul style="list-style-type: none"> <li>• <b>Neglected and Delinquent</b></li> </ul>                     | <p>Department of Children &amp; Families works collaboratively with school personnel and families to support students either on school campus or at home</p> <p>Mental Health Wellness counselors also make home visits whenever the need arises to help ensure we address the students' needs and gain parental consent or meet parents who cannot attend campus meetings.</p> <p>School clinic nurse provides lice remedy services with parent permission as well as other hygiene services.</p> <p>COVID-19 Triage Assistant and isolation Triage Room</p> |
| <ul style="list-style-type: none"> <li>• <b>SAC</b></li> </ul>  | All parents are invited to be a part of SAC. Meeting information and invites are sent home in the newsletter, Remind messages and callouts. It is also posted on our web page and Facebook page   |
| <ul style="list-style-type: none"> <li>• <b>PIDAC/MPAC (Migrant Parent Advisory Council)</b></li> </ul> | Parents and community members are invited to be a part of PIDAC . Meeting information and invites are sent home in the newsletter, remind messages and callouts. It is also posted on our web page and Facebook page  |
| <ul style="list-style-type: none"> <li>• <b>PTO/PTA</b></li> </ul>                                      | NA  |
| <ul style="list-style-type: none"> <li>• <b>Community Agencies</b></li> </ul>                           | Several community agencies help support our school through donations and volunteer services. Area Churches, department of children and families, children's home society, FL Dept of Corrections, East Palatka Volunteer Fire Dept., Hayleigh's Closet, and Lee Conlee house are a few that offer their services.   |

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| <ul style="list-style-type: none"> <li><b>Business Partners</b></li> </ul> | <p>Letters and information flyers are sent to Businesses to ask and encourage them to become a business partner. Business partners are recognized on the Browning Pearce school website, Facebook page and business banners in front of school</p> <p>Vulcan and Hamby Construction</p> |
| <ul style="list-style-type: none"> <li><b>Other</b></li> </ul>             |   |

## Accessibility

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| <p><b>What opportunities do parents have to participate in their child's education?</b></p> <ul style="list-style-type: none"> <li>Volunteer?</li> <li>Mentor?</li> <li>SAC?</li> <li>PTO/PTA?</li> <li>Other?</li> </ul>   | <p>Parents have numerous opportunities to participate in their child's education. All parents are encouraged to sign up to volunteer using our raptor screening service so they can attend field trips and volunteer in the classroom and other school activities. Parents are invited to attend all SAC meetings. All parents are invited to attend virtual school functions, Book Fair, such as open house, math night, and BINGO for Books</p>                          |
| <p><b>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</b></p> <ul style="list-style-type: none"> <li>school and parent programs</li> <li>meetings</li> <li>school reports</li> <li>other activities</li> </ul>   | <p>Parents are given information and are invited to all school events through the remind app, call outs, school/home connection letters, student planners, school Facebook page and website, and school marquee. We also provide information on our Browning Pearce Facebook page and the Browning Pearce school website <a href="http://bpes.putnamschools.org/">http://bpes.putnamschools.org/</a>. The School Marque is updated with important dates and reminders.</p> |
| <p><b>What barriers hinder participation by parents in parental engagement activities?</b></p> <p><b>What steps will you take this school year to overcome these barriers - 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.</b></p> | <p>Transportation, scheduling, language barriers</p> <p>Translation, home visits, transportation and other support provided through Federal Program. Information flyers and letters sent home in Spanish and English</p> <p>Events, parent conferences, etc are scheduled at different times and can be flexible to meet parents' scheduling needs, including virtual IEP meetings and parent conferences to discuss student data</p>                                      |



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| <p><b><u>Please address the subgroup populations that are included in your schoolwide plan as performing below the state average. How will you support the parents and families of these subgroups to help their children at home?</u></b></p>  | <p>Our African American subgroup is our primary focus for reading growth and proficiency targets. We will communicate frequently with families to discuss reading interventions, classroom and assessment data, and process monitoring measures over the course of the school year. We will also include parents and families in the virtual celebrations for our students in reading.</p>  |
| <p><b><i>How does your school provide information to parents in their native language?</i></b></p> <p><b><i>What languages do you provide?</i></b></p> <p><b><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.</i></b></p>   | <p>Information flyers and letters sent home in Spanish and English</p> <p>Spanish translation services are provided. Parent meetings and notifications sent home in English and Spanish. Certified Deaf Hard of Hearing staff available for IEP meetings or parent conferences</p> <p>We provide translators for workshops and parent events.</p>   |
| <p><b><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Parent/Family Resource Centers</i></b></li> <li>• <b><i>Parent Liaison</i></b></li> <li>• <b><i>Data Reviews</i></b></li> <li>• <b><i>SAC</i></b></li> <li>• <b><i>PTO</i></b></li> <li>• <b><i>PIDAC</i></b></li> <li>• <b><i>Other</i></b></li> </ul> | <p>Parents are given information and are invited to all school events through the Remind app, call outs, school/home connection letters, student planners, monthly newsletters and other parent communication services. We also provide information on our Browning Pearce Facebook page and the Browning Pearce school website <a href="http://bpes.putnamschools.org/">http://bpes.putnamschools.org/</a>. The School Marque is updated with important dates and reminders.</p> <p>Parents have numerous opportunities to participate in their child's education. Parents are invited to attend all SAC meetings. Parents and families are regularly updated on school events via our school Facebook page and website.</p> |