



## **Parent and Family Engagement Plan 2020-2021**

### **Clarence Boswell Elementary**

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

#### **School's vision for engaging families:**

Clarence Boswell Elementary School encourages all families to participate maintain meaningful two-way communication with the school, teachers, and staff. This includes communication about school activities as well as student academic learning. We will strive to build relationships to create real family engagement for every child, every member, every day. Our doors are always open, and we welcome all parents and families to be a part of their child's/children's learning.



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### **EVERY TITLE I SCHOOL IN POLK COUNTY WILL:**

1. Involve parents and families in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of parents.

	Date of meeting to gather parent input.	How were parents invited to give input?	Describe the method in which parents were involved.	What evidence do you have to document parent/family participation?
School Improvement Plan (SIP)	9.19.2019, 8.27.2020 & 8.28.2020, 9.17.2020	Hardcopies provided for input, SAC Meeting	Discussion and able to note changes requested	Sign in Sheets Minutes, Hard Copies
Parent and Family Engagement Plan (PFEP)	3.12.2020, 4.29.2020-5.6.2020	Newsletter, Marquee, SAC Meeting, Website, Survey	Discussion and review of PFEP, survey results	Sign in Sheets Hardcopies of PFEP document, Survey results
School-Home Compact	3.12.2020 4.29.2020-5.6.2020	Newsletter, Marquee, SAC Meeting, Website, Survey	Discussion and review of the Compact, Survey results	Sign in Sheets Hardcopies of Compact document, Survey results
Title I Budget	9.19.2019 8.27.2020 & 8.28.2020, 9.17.2020	Newsletter, Marquee, SAC Meeting, Annual Parent Meeting	Meeting Evaluation	Sign in Sheets Meeting Evaluations
Parent & Family Engagement Allocation	9.19.2019 8.27.2020 & 8.28.2020, 9.17.2020	Newsletter, Marquee, SAC Meeting, Annual Parent Meeting	Meeting Evaluation	Sign in Sheets Meeting Evaluations

*\*Elementary schools are required to hold at least one face to face conference in which the compact is discussed with parents. A conference agenda and parent signed copy of the compact should be submitted to Title I Crate as evidence.*

*\* Evidence of the input gathered and how it was/will be used should be available on Title I Crate.*

2. Hold an annual meeting for families to explain the Title I program and the rights of parents and families to be involved.

Tentative date & time(s) of meeting	August 27, 2020 5:30 p.m. and August 28, 2020 8:30 a.m.
How are parents and families notified of the meeting?	Newsletter, Orientation Powerpoint, Marquee, invitation, labels in agenda, school website, Remind, and Classroom DOJO
What information is provided at the meeting?	The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation and agenda that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved and Upcoming Parent Engagement Events. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum.
How are parents and families informed of their rights?	Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	Students from every grade level will perform musical pieces for the families prior to the meeting as a way to encourage parents to attend the meeting. A "baby-sitting" room will be available for parents to drop off young children (non-school age), allowing them to focus on the meeting with less noise and disruption. Due to the scheduled times of the APM, a light breakfast snack or small evening meal will also be provided for the parents. Bilingual staff members will assist with translation during the meeting .
How will you get feedback from parents and families about the meeting?	Parents/Guardians will complete a meeting evaluation/survey prior to exiting the school. Students will earn a free dress out pass.



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<p><b>How do parents and families who are not able to attend receive information from the meeting?</b></p>	<p>A printout of the powerpoint will be available in the Title I notebook located in the front office. The powerpoint will also be shared as a link on the Title I page on the school website. A hardcopy is available on request.</p>
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3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.

<b>Title IX-Homeless</b>	We work with the HEARTH program when homelessness occurs. The District makes us aware of certain situations and assists with this process.
<b>Migrant</b>	We provide materials and workshops in the Family's native language. We also provide translation during school functions and parental family engagement activities.
<b>Preschool Programs</b>	We have one regular Pre-K on campus and one ESE Pre-K. We invite families to participate in the Kindergarten Round-Up activities held in the spring.
<b>Title III-ESOL</b>	We have two ESOL paraprofessionals who provide strong foundational strategies and support to second language students in the classroom. They work closely with the ESOL department to get materials and services for the families. We provide all materials in native languages where applicable.
<b>SAC</b>	SAC members are elected by their peer groups at the school in a fair and equitable manner. Families are invited to add themselves to the list of new members and then the SAC votes. The School Board reviews and approves the membership rosters of all School Advisory Councils. All parents are invited to attend these meetings but only SAC members can vote. If a parent wishes to speak at the meeting, they must ask two weeks prior to the meeting and must present the topic for discussion to the SAC Chair. The dates for all meetings have been determined and included in calendars and school websites. Every SAC Meeting includes information and materials for parents to help their children learn at home.
<b>PTO/PTA</b>	PTO offers memberships to all parents, students, and staff. All parents are invited to the twice-yearly meetings. Notifications are sent home via fliers and through the School Messenger phone tree system. Only PTO Board members speak at the meetings. Parents may ask questions at any time during the meeting.
<b>Community Agencies/Business Partners</b>	Boswell Elementary School encourages local churches, Community Partners, and volunteers to participate in school events and activities. We invite these local agencies to participate on SAC and PTO.

4. Utilize strategies to ensure meaningful communication and accessibility.

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.</b>	Newsletters, student agendas (containing teacher notes, labels), phone calls, school messenger, voice mail, marquee sign, parent conferences, and invitations to parent events.
<b>Describe how you notify each family in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.</b>	Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter, is kept on file as documentation for auditing purposes.
<b>Explain how parents and families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>	Information regarding <b>the curriculum, achievement levels, progress monitoring and assessments is shared through</b> a powerpoint during the Annual Parent Meeting, Orientation, SAC and PTO meetings, and during Family (Academic) Nights, newsletters, and fliers.
<b>Describe how your school provides information to parents and families in their native language. What languages do you provide?</b>	Materials, such as, the Compact and the PFEP are translated by the district personnel. Bilingual staff members also assist with oral and written translations.
<b>How are the needs of parents and families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	Parents with disabilities call ahead and a staff member is prepared to assist as needed when the parent arrives.
<b>Describe the opportunities parents and families have to participate in their child's education.</b>	Parents are invited to volunteer, join their child at lunch, and are encouraged to participate in family academic learning events. Parents are also encouraged to contact the teacher/school when they have questions or concerns.

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5. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year.

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
PD-Poverty/Title TBD	This will help our staff understand the struggles and “thinking process” that families go through and how it affects both student and parent engagement in education. The staff’s new understanding of how poverty affects our families will allow the staff to better relate with the student, parent, and family building a needed relationship and understanding which will help increase student achievement.	Presenter – School Counselor	All Staff	Aug. 7, 2020 8:30 a.m.

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6. Provide assistance, training, workshops, events, and/or meetings for parents and families to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

<b>Building Capacity of Parents and Families</b>								
<b>Topic</b>	<b>Title</b>	<b>How will this impact Student Achievement?</b>	<b>Tentative Date/Time</b> Are they flexible?	<b>Transportation</b>	<b>Refreshments</b>	<b>Childcare</b>	<b>Translation</b>	<b>How will this support learning at home?</b>
<b>Curriculum Areas</b>	*Annual Parent Meeting  *ELA – Reading and Writing Around the Campfire  *Math – Math Campfire  * Family Science Night (OSC?)	Provide parents/families information on Title I expectations, budgets, and information on FL standards, district and state (FSA) testing, and ideas on ways they can assist their child at home to improve students achievement.	8.27.20/5:30 p.m. & 8.28.20/8:30 a.m.  10.22.20/8:30 a.m, 2:00 p.m., & 5:30 p.m.  1.28.21/8:30 a.m., 2:00 p.m., & 5:30 p.m.  TBD		X	X	X	Parents/Guardians will have the means to assist their students at home after participating in the numerous learning stations provided where the parents themselves learn from the modeling sessions provided by their child’s teachers and staff. Parents are sure to experience productive struggle similar to that of their child as they use the same strategies that their children learn and use every day in the learning process as the parents and students work together in these sessions.  Parents will leave with not only a working knowledge of skills, strategies, and tasks required of students, but will have the items on hand to assist as they take home the actual materials they used during their parent learning night, now better equipped to support their child academically at home.
<b>State Assessments &amp; Achievement Levels</b>	Information is included during the ELA, Math, and Science Family Nights	Parents/Guardians will be given testing dates and strategies used for testing as well as materials that can be used at home to reinforce skills at home.	Same as above.		X	X	X	Parents/Guardian will have an understanding regarding testing, what they can do at home to assist their child (reading, building fluency, math strategies, etc.)
<b>Technology, Parent Portal</b>	Parents visit the “Parent Portal” station for PIN at orientation	Parents/Guardians will be given their PIN number for accessing the Parent Portal on Focus.	8.6.20 /9-11a.m. & 4-6 p.m.		X		X	Parents/Guardians will be able to monitor grades and discipline to better reinforce studies and increase attendance and decrease absences/tardiness.
<b>Transition (Kdg, MS, HS)</b>	Pre-K attends Kindergarten Round-Up	Parents will gain an understanding of Kindergarten expectations.	April 2021		X		X	Parent/Guardians will assist their child with letters, sounds, numbers, adding, subtraction, and reading in all areas.
<b>College &amp; Career</b>								
<b>Graduation Requirements &amp; Scholarships</b>								



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<b>Conferences</b>	Kdg. & 3 <sup>rd</sup> Grade	Kdg provides parents/guardian with sight words, student progress and helpful ideas for home.	w/ Grade Chair – Mrs. Turner as lead w/teachers 4.20.21			X	Parent/Guardians will assist their child with letters, sounds, sight words, numbers, adding, subtraction, and reading in all areas.
	K-5	3 <sup>rd</sup> gr. provides parents with portfolio information and status of the student. They also share helpful FSA strategies that to be used at home.  Teachers will hold conferences throughout the year as needed.	w/Grade Chair – Clement as lead w/teachers 3/2021  8/2020-5/2021			X	Parents/Guardian will have an understanding regarding testing, what they can do at home to assist their child (reading, building fluency, math strategies, etc.)

<b>How will workshops/events be evaluated?</b>	Each workshop/event will include an evaluation/survey of the event to be completed by the parent/guardian prior
<b>How will the needs of parents and families be assessed to plan future events?</b>	All evaluation/surveys will be read and discussed by the leadership team in order to determine if/how the needs/ideas can be implemented in the future.
<b>What are the barriers for parents and families to attend workshops/events and how do you overcome these?</b>	Willingness to attend school functions provided to assist the parent/guardian in learning how to help their child. Overcome this by having students perform at each family night. Bilingual staff assist by translating at the meetings or learning sessions. A breakfast snack or a light evening meal is provided for families as well. During evening meetings, a “baby-sitting” service is provided by staff members so the parents can focus on the information being provided.
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	Flexible dates/times are provided so as many parents as possible can attend learning sessions being offered. Annual Parent Meeting 8.27.20 Ex. 5:30 p.m. or 8.28.20 at 8:30 a.m. Other family learning events may have additional times such as 8:30 a.m., 2:00 p.m. or 5:30 p.m.
<b>How do parents and families who are not able to attend building capacity events receive information from the meetings?</b>	Parents/families who are unable to attend an event, can request materials through the office after a meeting is held or check out the link on our website.

*\*These events should be included on the Evaluation of Parent Engagement Activities to Build Capacity.*