**Parent and Family Engagement Plan**

**Garfield Elementary School**

**A School-wide Title I, Part A Educational Community\***

Ratified: December 1, 2020

**School Mission Statement**

*Place your mission statement here….*

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| **Communication with Parents and Families** | |
| 1. How we will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.   *(List actions)* | * Plan will be reviewed/revised annually in October by Building Leadership Team (which has parent representative on team.) * Plan will be presented to N.E.T. parent group no later than December 15th annually. * Plan will be available to families in the office, on the website, and via the classroom teachers. |
| 1. How we will inform parents of our school’s participation in Title 1 and explain the requirements and components, and the right of the parents to be involved.   *(Describe when and where the annual meeting will be held)* | * Title I information and invitation to participate will be communicated to families each fall via Peach jar * Title I information will be presented to Parent group at NET meetings * The Title I Parent Policy tri-folds will be provided to families in the fall. The Title I Parent Policy will also be on file in the school office. * The Title I Parent and Family Engagement Plan and School Parent Compact will be shared annually in the Fall on Peachjar. * Parent feedback will be solicited via survey and feedback forms at all Title I sponsored events as well as Open House. |
| 1. How we will offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.   *(Describe how flexibility is provided)* |  Parent meetings will take place at regularly scheduled monthly N.E.T. meetings. The principal/P.A. will provide information, gather input, and answer questions during the principal’s report   Additional school meetings will be held as needed.   Families are invited to reach out to principal, and other related staff, to request individual meetings if needed.   Every effort will be made by staff to accommodate the needs of families when scheduling meetings, including, but not limited to, morning, afternoon, or evening meetings, and home visits. |
| 1. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school improvement plan, and the process of the school review and improvement under Section 1116.   *(List actions)* | * Parents are invited to provide input during fall Open House, as well as during monthly N.E. T. meetings. * Parents are invited to provide feedback via email or personal contact with principal and staff. Suggestions for school improvement will be directed to appropriate building decision-making teams. * Parents are offered a feedback survey at all Title I sponsored events. |
| 1. How we will provide parents— 2. Timely information about Title 1 programs. 3. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. 4. 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 practically possible.   *(List actions)* | * A printed tri-fold hand-out explaining Title I will be presented to all families during fall conferences It will also be available in the office and shared with families upon request. * Family events and parent-teacher-student conferences in October and March will provide opportunities for communicating and partnering. Information on academic expectations and student progress will be shared at that time. * Report cards outlining academic expectations and student progress will be provided to families two times a year (January, June). * The Garfield Annual Report Card will be sent home to all families detailing information about our school, our progress toward academic standards and information about Title I, Part A. * Parents are encouraged to contact staff to schedule individual meetings regarding their child’s progress. |
| 1. How we will shall jointly develop with parents for all children, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.    1. How will the compact be shared with families?    2. How we will provide frequent reports to parents on their child’s progress.    3. How we will provide parents with reasonable access to staff and opportunities to participate as partners in the education of their child.    4. Provide for regular two-way meaningful communication between families and school staff and to the extent practical, in a language the family can understand | * School-Parent Compact will be reviewed annually at a fall NET meeting and recorded in minutes. * School-Parent Compact will be placed on the school website. * School-Parent Compact will be shared during October conferences. Copies will be made available in the office. * Parents will receive ongoing updates on their child’s progress from teachers throughout the year. Updates will be provided informally on an ongoing individual basis. Families will receive formal progress reports each semester (January and June). They will receive an informal update on their child’s progress during twice yearly conferences (October and March). * Staff provide families with contact information. Families are encouraged to connect with teachers via email, phone, or in person. Staff members will return phone calls and emails as soon as possible, preferably within 24 hours. * The Bright Arrow system will be utilized to communicate with all families regarding events by phone through a recorded message. * Families are invited to volunteer in classrooms and/or schedule a time to visit classrooms. * Parents may request meetings via email, phone, or in person. Appropriate staff will respond and attend requested parent meetings. * When attending conferences, parents are encouraged to actively participate in decisions regarding interventions on behalf of their children. * Staff provide families with regular communication such as weekly newsletters and classroom websites. Students in grades K-2 have a communication folder that goes between home and school. Students in grades 3-6 have an AVID planner that goes between home and school each day. * The school utilizes district interpreters as needed to provide language translations during conferences and for written communications. Staff are encouraged to access interpreters and/or the Language Line as needed to communicate with families throughout the year. |
| 1. How we will assist parents in understanding challenging state standards and how to monitor their child’s progress in partnership with the school |  The Garfield Annual Report Card will be sent home to all families detailing information about our school, our progress toward academic standards and information about Title I, Part A.   Parents are invited to two regular conferences (October and March) to discuss expected achievement and the student progress towards learning goals. Other conferences may happen as needed. Parents are encouraged to contact the teacher when there are concerns.   The principal has an open door policy for parents requesting to meet.   Students in grades 3-6 will receive annual OSPI report on spring SBA scores. |
| 1. How we will provide materials and training to help parents work with their children in partnership with the school | * Parents are invited to participate in a variety of family engagement events throughout the year that provide materials and skills needed to support children in continued academic success (i.e. Literacy and Culture Night, AVID Families Workshops, Book Swap, STEM Night). |
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| **Title I**  **Parent Involvement/Communication Opportunities Throughout the Year** |

**Daily Opportunities**

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| Home communication | Folders/binders are sent home daily with school communications and homework. AVID binders and planners will be used in grades 3-6. Students are expected to share planner nightly and families are expected to sign planner each night. |
| **Family Involvement Calendar** | Yearlong calendar is sent home in Beginning of the Year Packet. Important calendar dates are posted on Garfield website. |
| **Volunteering** | Provides opportunities for volunteers to work on school wide projects that will support teachers and students. No volunteering will happen in building until cleared by health officials, however there are virtual opportunities for families. |
| **Garfield Website** | Provides information regarding school events, important information, and classroom updates. |
| **Grizzly Great and PAW Pride awards** | Garfield utilizes Positive Behavior Intervention Support (PBIS) school-wide. The parent handbook provides information about PBIS, rules/expectations, student recognition, and interventions/consequences. It is available on PeachJar and is posted on the Garfield website. Copies of more detailed Staff Handbook are made available in the office for interested families. |

**Weekly/Ongoing Opportunities**

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| **Staff Newsletters and websites** | Provides information specific for each staff member’s classroom and/or program. |
| **In-Person Communications** | Staff meet with parents during start of year Meet and Greet, October and March conferences, and as needed. They connect with individual families outside before and after the school day. |
| **Phone Calls, Written Notes and Email** | Teachers communicate with families as needed via notes, calls home, or electronic means such as email. |
| **Reader Board** | Provides families and community with information about upcoming events. |
| **Bright Arrow Phone System** | Provides information to families via recorded phone message. |

**Fall Opportunities**

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| **Launch Conferences** | Provides families the opportunity to visit classrooms before school to meet the teacher, visit the classroom, pick up school supplies, and learn about the classroom, prepare for virtual learning. |
| **WA Kids Conferences** | Opportunity for teachers and parents to meet and discuss in-coming kindergartners. Teachers are able to gather data related to kindergarten readiness. |
| **Family Virtual Q & A** | Teachers/Principal hold virtual meetings to answer questions from families and do Covid19 updates |
| **October Conferences** | Opportunity for families to meet with teacher and learn about student academic and behavior progress and goals. |
| October NET meeting | Data/Goals/SIP/Title plan shared with family. Feedback obtained from families in one on one, small group format. |
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**Winter Opportunities**

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| **Book Swap** | Opportunity for families to swap books with other families, promote a literacy environment, build community relationships. |
| **STEM Night** | Opportunity for families to learn about Science, Technology, Engineering, Mathematics opportunities via hands on activities. |
| **After school program** | Targeted after school intervention for students grades 3-6 achieving below standard in Math |
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**Spring Opportunities**

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| **Spring Conferences** | Opportunity for families to meet with teacher and learn about student progress and goals |
| S**cience Experiments and Science Fair** | Opportunity for families and students to learn about conducting a fair experiment. They can support their child and creating an experiment. Students then display experiment at science fair. |
| **Kindergarten Round-Up and Introduction** | Opportunity for families and students to meet teachers and become familiar with the classroom and school. Families are provided with information about kindergarten success and skills to work on over the summer. |
| **Muffins with Mom** | Opportunity for families to spend time with staff and their student building relationships, as well as participating in academic activities, and provide feedback to the staff. |