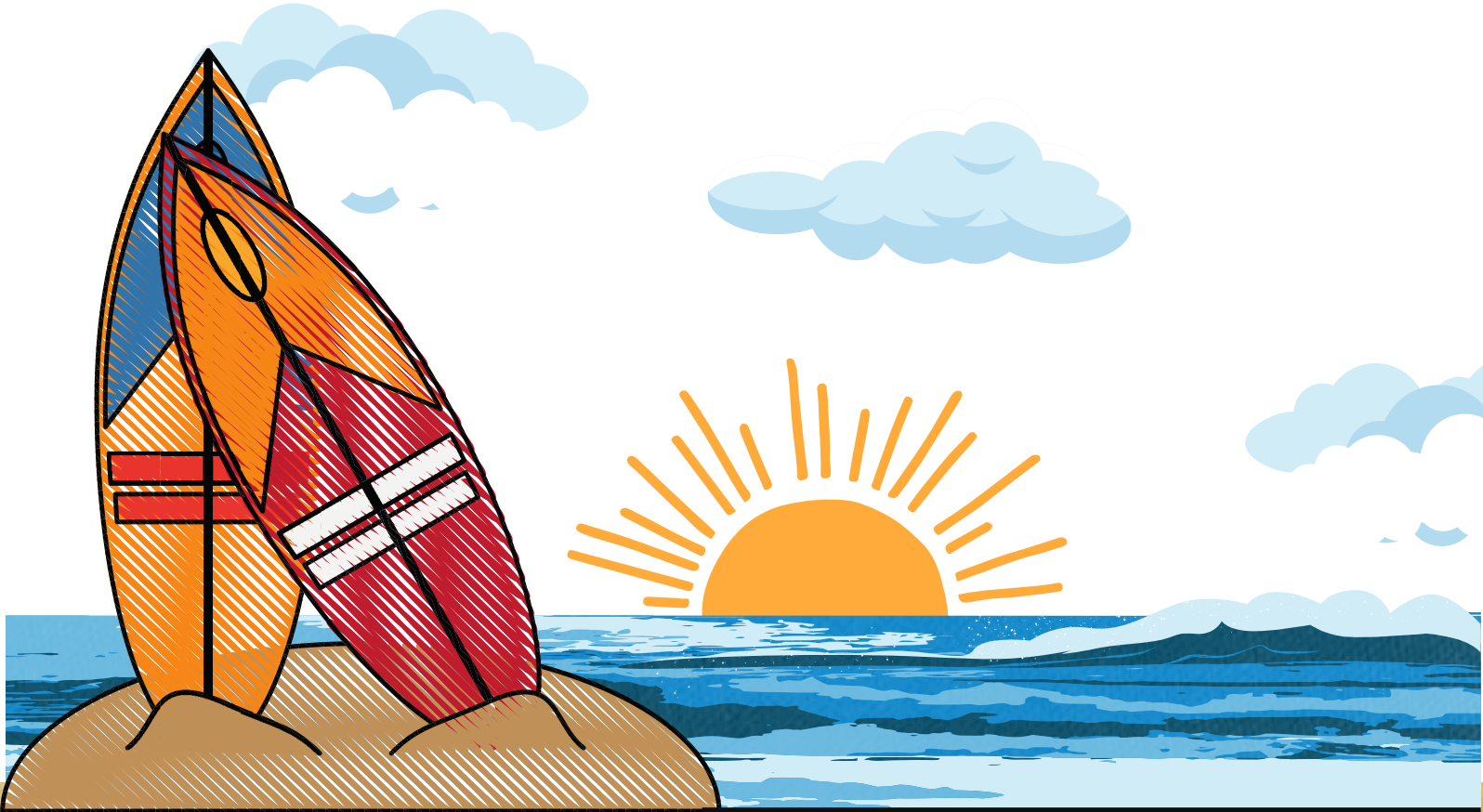


ATP

BEST PRACTICE SHOWCASE 2022-2023



PLEASE TAKE IDEAS FROM THIS BOOK!

THIS PACKET OF AWESOME FAMILY AND COMMUNITY PARTNERSHIP IDEAS WAS CREATED WITH THE EXPRESS PURPOSE OF SHARING OUR VERY BEST PRACTICES FOR ALL TO ENJOY. EVERY ATP IN THE KENNEWICK SCHOOL DISTRICT HAS CONTRIBUTED TO THIS BOOK.

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INSPIRATION AT THE FLIP OF A PAGE.....

Elementary Schools	
Amistad Elementary	STEM Night
Amon Creek Elementary	STEM Night
Canyon View Elementary	Conchas en la Mañana
Cascade Elementary	Inclusionary and Acceptance in School Events
Cottonwood Elementary	Every Student Gets a Book
Eastgate Elementary	Reading Takes You Places
Edison Elementary	May the 4th be with you Edison Family Night
Fuerza Elementary	DinnerS for WinnerS & Career Pathways
Hawthorne Elementary	Culture Night
Lincoln Elementary	LeopardS Love Learning
Ridge View Elementary	CoyoteS in the Community Events
Sage Crest Elementary	The Things We Do Together- Sage Crest AIPTO
Southgate Elementary	Minute to Win It Reading Night
Sunset View Elementary	Family Hobbies & Recreation Night
Vista Elementary School	Kids at Hope Cocoa and Create Night
Washington Elementary School	Family ROAR Bingo Night
Westgate Elementary	Culture Night- Theme: Celebrations
Secondary Schools	
Chinook Middle School	I Love Art
Highlands Middle School	Celebrating our Whole World
Horse Heaven Hills Middle School	Open House & Resource Fair
Park Middle School	Fall Festival
Kamiakin High School	Brave Talks
Kennewick High School	Freshman Night
Leacy High School	Spring Fling Event: a THANK YOU to our Supporters
Southridge High School	Positive Post Cards



AMISTAD ELEMENTARY

STEM Night



Explain the practice

- The **goal** of this event was to give students and families the opportunity to explore STEM kits with their children, school staff and other Orca families. The **focus** was to provide the opportunity for families to take a hands-on approach with their children, as staff members facilitated and interacted with families.
- Our STEM night was successful because students and families learned about science concepts together, participated in the engineering design process and connected with other families, staff members and community resources that were present at the event as well. Students were able to enter a drawing with a chance to win a prize. Each grade level had a winner take home a STEM game to further their curiosity and stem skills.
- This practice brought a sense of belonging to our families by involving them and encouraging participation in the learning process of their child. It is our hope that they felt welcomed and empowered in being a key part of their child's education.

Important data

- Our target audience was Amistad families. We ensured that all families were invited by sending home fliers, sharing the information on communication platforms, and putting sticker reminders on the students the day of the event.
- We had 302 students/ family members attend the event. We also had 24 staff members, Kiwanis, Kennewick High School students volunteer at the event.

Takeaways and Advice

- If another ATP were to implement this practice, our advice would be to access the kits prior to the event, to ensure all the necessary materials are there, and have the volunteers familiarize themselves with their stem kit in advance.
- Feedback we received:
 - Everything was set up and organized for the event, no confusion about what role staff was playing (due to communication leading up to the event).

AMISTAD ELEMENTARY STEM NIGHT





STEM Night

Explain the practice

- We decided this would be an academic night partnering with a local business as well as our PTO.
- The purpose was to provide an academic experience for parents and students at the 3rd through 5th grade level.
- We felt that we successfully offered a hands on experience in STEM processes for approximately half of our student body. Students/families with younger siblings were encouraged to bring them, but we were hesitant to offer a single enclosed activity for all grade levels at such a large school. People were able to move freely and there were plenty of materials for all to participate at once.
- Families were able to socialize with other parents. Students and parents were able to work together on some of the projects.
- We greeted families at the door so that they felt welcome, provided the ATP table with information, and ended the night with cookies.

Important data

- Our target audience was our 3rd through 5th grade student body and their parents. We contacted parents via flyer and parent square.
- Families took away ideas for STEM activities
- Teachers and volunteer students from Kamiakin manned the tables with STEM projects and made sure they worked smoothly. Subzero Ice Cream was contracted to provide a cold and heat demonstration using their ice cream making technique. PTO provided refreshments.

Takeaways and Advice

- We would probably tell them to skip the Subzero presentation. We were unable to afford the ice cream costs for samples to go with their presentation, so it lost some of its appeal that way.
- Staff felt the event went well. Parents and students thanked us on their way out the door.

Amon Creek STEM Night





Canyon View Elementary



Conchas en la Mañana

Conchas en la Manana is a family focused event where families meet before school and enjoy a breakfast together and play a math game. They are able to take the math game home with them in order to continue their learning at home. This was a very successful event. We had a great turn out and families had fun and were able to connect.

This event was previously called Muffins with Mom. The reason we decided to change this event is because of so many of our students who do not have a mom figure in their lives. Conchas en la Manana is more inclusive and welcoming to those who may not have a mom and are able to invite another family member. We want everyone to feel welcome and included.

Important data

The target audience was all of the families who come to our school. We sent home flyers in both English and Spanish. There was also reminders sent home via Parent Square in both English and Spanish. Families were able to participate in their child's learning and make it fun.

The event happened with the collaboration of PTO and ATP. We worked closely together to make this event a success.

Takeaways and Advice

- The reason we did Conchas en la Manana was to give it a Cinco de Mayo theme since that was the day our event was happening on. If another ATP or school wanted to host an event like this it does not have to be Conchas en la Manana but any similar theme like "Muffins in the Morning" works to make all students feel included as I know many other schools do a "Muffins with Mom" themed event.
- Staff, community, and our families, have all voiced how they appreciate the inclusivity of the Conchas en la Manana vs. Muffins with Mom. It was a lot of fun.
- Also the line for the photo backdrop was long so we will do two next year



CONCHAS EN LA MAÑANA

Canyon View Elementary



Notes:



Cascade Elementary School

Inclusionary and Acceptance Practices at our School Events

Explain the practice:

This year, our team made a conscious effort to be inclusive of a larger population of our students and families by offering “sensory friendly” school events. The purpose of these events was to ensure a typically overlooked portion of our community felt accepted and welcomed at our school by allowing them to participate in the events that, in the past, may have seemed too overwhelming/overstimulating. We were able to set aside the time before many of our “main events” for our community with sensory needs. This was incredibly beneficial for our students, and effective at including families that we otherwise rarely saw outside the school day. We began by reaching out to these families to explain and invite them to participate in these events. Students and family members were welcome to come and go as they pleased and there was rarely a wait or an influx of students at any particular activity, so the entire family was free to enjoy their time with us.

Important Data:

Our target audience for this practice was families of our students with autism and families with other sensory needs. **We ensured these families had access to our events** and knowledge of these events by personally inviting them to the first couple activities. Then we advertised their continued occurrence at our school and made sure students knew we were excited to see them and couldn’t wait to spend time with them. **The main takeaway** our families have shared with us is: they appreciate feeling seen and accepted as a part of our school community. One parent stated, “Thank you for organizing a sensory friendly event for my child. It means more to us than most will ever know.” Although this sounds like a huge undertaking, the family communication piece was handled, mainly, by our office staff, and our CIS coordinator. The rest of the event was something that was already occurring and therefore not a large amount of additional work.

Takeaways and Advice:

Every step we have taken over the past couple of years, to make sure we are reaching a broader demographic of our families has been incredibly rewarding for our school. We can feel our community grow stronger and closer as we make efforts to pull our diverse population of students and families together. The best advice we have is to meet your families/community where they are, ask, “How can we help?”, and have specific and attainable goals to reach each year. It has taken us years to build to where we want to be as an ATP and we are really starting to see the impacts of our efforts in all areas of our lives at Cascade.



Cascade Elementary School

Inclusionary and Acceptance Practices at our School Events

Inclusionary and Acceptance in School Events:

At Cascade we have been diligent about incorporating sensory friendly events in cooperation with our full scale after school events. This is to ensure we are meeting an even larger portion of our school community's needs.

Our families have been very grateful for this acceptance and inclusion for their loved ones.



Cookies and Cocoa with Santa



↑ BINGO Night

BE A LEARNER: STEM AND LEARNER

← PROFILE NIGHT



Notes:

Cottonwood Elementary Every Student Gets a Book August 31st, 2022 (First Trimester Project)



<https://watch.screencastify.com/v/64Duh69Qm86ghpn9B9xM>

Explain the practice

The goal was for every student to receive a book on the first day of school. This book was theirs to keep when we were done with it in the classroom. Teachers were encouraged to use the books in their classrooms to promote reading. Students were encouraged to complete a task from the student choice board with a family member at home that connected to their book.

Important data

Each grade level received a book of their choice purchased from the budget-friendly side of the flyer/online site of Scholastic. The books were as follows:

Kindergarten: Inch by Inch by Leo Lionni

1st grade & Room 2: Pete the Cat: Scuba Cat By James Dean

2nd Grade: Wemberly Worried by Kevin Henkes

3rd Grade & Room 4: Spring Break from the Black Lagoon

4th & 5th Grade: From the Mixed-up Files of Mrs. Basil Frankweiler by E.L. Konigsburg

Teachers received a choice board for their book that included a series of activities they could do with their students as well as a purchased Teachers-Pay-Teachers activity packet to go along with their book. Students and parents were also given a choice board with a series of activities they could do that connected to their grade-level book.

Teachers were given all that they needed including a presentation (during our before-school PD day) and the attached slides to help them execute the activities in their classroom. It was encouraged that this book be used during their walk-to-read time since walk-to-read was not in place yet. Although this was all laid out on student desks the first day of school with a letter to go home on the first day of school to parents, it was up to the teacher to decide how they would use the book in their classroom and promote reading at home using the slides. They needed to complete this activity by the end of the trimester.

Takeaways and Advice

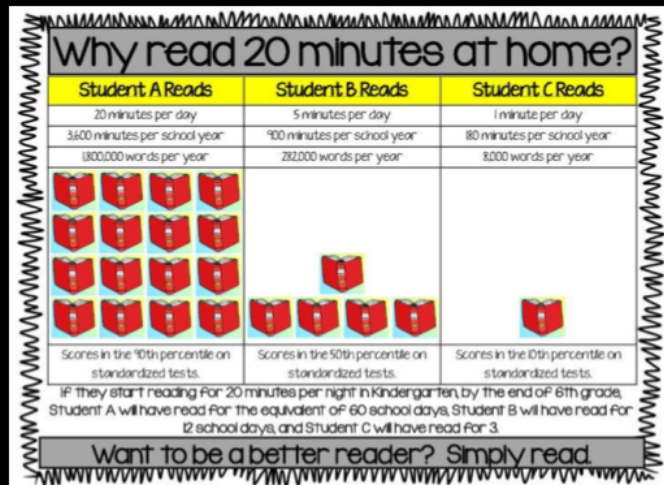
Although everything was ready for teachers to execute this activity in their classroom, there were a few things that happened along the way. The first of the school year is nice for everyone to have a book, but too much for teachers to remember while preparing for the first day of school. Therefore, more check-ins on how things were going would have helped. Second, there was limited parent/student feedback from the activities sent home. These were great activities, but more independent than expected, and therefore it wasn't always easy to track how much of the activities were completed unless a student spoke up or a parent emailed.



Cottonwood Elementary

Every Student Gets a Book

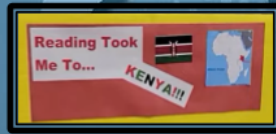
- ❖ Student Books
- ❖ Student Manipulatives
- ❖ Teacher Pay Teachers
- ❖ Family letter
- ❖ Grade Level Feedback Form
- Pictures/student sa



Notes:

Eastgate Elementary

READING TAKES YOU PLACES



Notes:

Star Wars Family STREAM Night

Explain the practice

- What goal did this activity or practice focus on? (Academic, SEL, or Partnership or a combination)?
 - Academic, partnership, and SEL
- What was the purpose? (e.g. helping parents with reading strategies, connecting families with resources, making grade level transitions easier)
 - Connecting families with community resources
 - Mammoth Dig Site
 - The Reach
 - KPD (sarc info, online safety for parents)
 - LIGO
 - The Bug Guru
 - Mid-Columbia Library (free book)
 - The Reading Foundation
 - Spaceman Dan
 - Jr. Drain Rangers
 - Home Depot
 - Stem Kits/Raffle
 - Get science into the hands of kids. Encourage students outside of school hours to continue to be creative and pursue different hands-on science projects/activities. All the raffles promoted reading, math, or science skills for students to use at home. Even if every student did not win a raffle every kid who was in attendance regardless if they were a student at Edison got to hand pick a home depot kit to take home, build, and share with Edison.
- Why or how was it successful?
 - Spacing- We were strategic with our spacing so that parents/students had to explore all vendors/projects. There was a bingo card with different Star Wars characters throughout each room that had a staff member or a vendor. Once this bingo sheet was completed they received an additional raffle ticket. The raffle was placed at the event so that parents would have to walk through our all school art gallery to see each of the projects that were made in K-5.
 - Raffle/Food drive- We had a food drive and to bring in more food each food item brought in was an additional raffle ticket. So if a student brought in 14 cans of food they received 14 extra tickets for the raffle.
 - Theme-It was Star Wars night and we purposely planned it on May 4th (prior to knowing that is when the district planned Orchestra) and had different activities to go with the theme. Our big draw was the people dressed up as Star Wars

characters in our photo booth. We also had Star Wars Bingo, a Star Wars music playlist playing, and a Star Wars joke wall.

- Food- We had Hot Tamales and Rollin Ice Cream come. It was very successful, Hot Tamales sold out and Rollin Ice Cream still had a line of people 1 hour after our event.
- All school art gallery. Each grade level was responsible for coming up with a project (reading, math, writing, art, science, tech) to display in our gallery walk. Parents (especially with multiple students) loved seeing their projects displayed and there were all different projects so we had a wide variety.
- How did this activity or practice bring a sense of belonging to your families?
 - I think the art gallery made a huge impact on bringing our school closer. Students obviously take their projects home but displaying them schoolwide in one hallway allowed the students to feel like they were a part of the school and see their peers/siblings projects as well as their own. It was a big draw at the event and something different aside from hanging a display outside the classroom.
 - This event also encouraged and required at times some parent involvement and so the students were not the only ones participating. The parents were looking at the bugs that the bug guru brought and touching the snake. The STEM kits required parent involvement and staff involvement. There was a lot of cohesiveness and collaboration happening. It was great to see. It also connected them with community resources that many have not known or accessed before.
- What did you do to make families feel welcome at this event or practice?
 - There were multiple greeters to ensure that every person in attendance had a point of contact prior to entering the event. When picking STEM kits we did not use all of them but picked 6 of them that represented the wide range of students/abilities that we have and that would encourage more parent participation.
 - Theme- The theme was a pretty universal theme that connected several generations together. It was a theme that not only our students could relate to but also their parents/grandparents and our staff. The theme was a big draw, and all ages were excited for it.

Important data

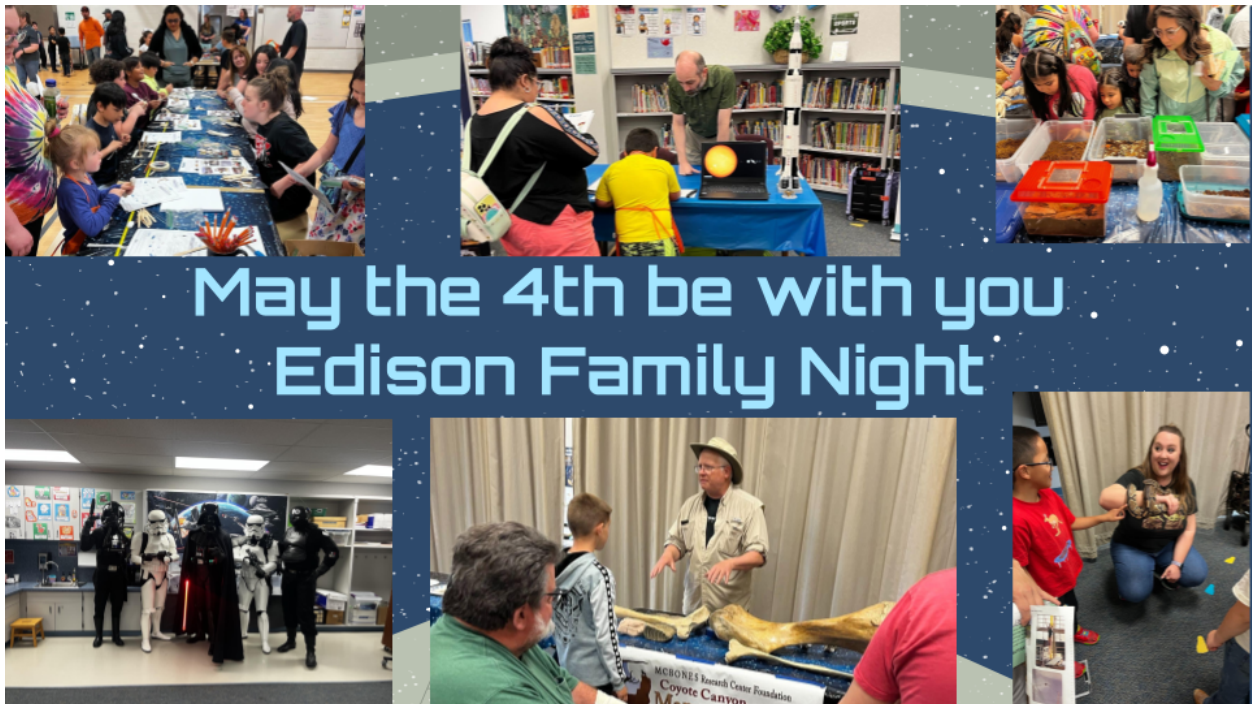
- Who was your target audience and how did you reach out to them?
 - K-5
 - Activities were wide range to meet the needs of each student attending.
 - When choosing raffles we ensured that we had prizes that would represent each age/grade level.
 - The activities were exciting and engaging for all age levels.

- How did you make sure that all families were invited and had access to the activity or practice.
 - Flyers-3 flyers were sent in multiple languages and translated on classroom apps.
 - Several Facebook posts
 - Several Parent Square notifications
- What did families take away from this practice or activity?
 - Many of the science kits used had basic supplies that they would have access to at home. Popsicle sticks, cotton balls, rubber bands, toilet paper rolls. I think using basic supplies like this shows families that you can bring academics into many things and you do not necessarily need to go out and buy supplies to learn at home.
 - Take home STEM activity. We also wanted to send an activity home with family. Instead of building the Home Depot kits like we did in the past we sent them home with the family and if they complete it they send staff a picture and they are entered in one more raffle for a Star Wars prize.
- Who all was involved and what were their roles?
 - Teachers, paras, administrators, school secretaries all were at the different stations (stem kits, raffle station, food drive table)
 - Community members in attendance
 - Mammoth Dig Site
 - The Reach
 - KPD (sarc info, online safety for parents)
 - LIGO
 - The Bug Guru
 - Mid-Columbia Library (free book)
 - The Reading Foundation
 - Spaceman Dan
 - Jr. Drain Rangers
 - Home Depot
 - Hot Tamales
 - Rollin Ice cream

Takeaways and Advice

- If another ATP were to implement this practice, what advice would you give to them?
 - Originally we were going to have the event outside but changed our mind last minute and glad we did. Having it inside does make the flow/logistics a little bit more difficult/more work but all of our vendors brought their information to handout (brochures, flyers, cards) and the slightest bit of wind would have caused chaos and papers would have gone flying. It also allowed our families to enjoy the food trucks outside and take a break from the activities inside and enjoy some food before diving back into the activities.

- Theme-Who does not love a good theme, but a theme that all ages can relate to including their parents was a huge success for us.
- What feedback did you receive from families, students, community and staff?
 - The layout was better- We used our cafeteria table for the STEM kits so people could sit while they were doing the activities. We also grouped together the vendors so families could prioritize (Reach, Mammoth dig Site, Bug Guru) near each other.
 - There were also resources for the parents, not just the students. SARC, internet safety for parents, library resources.



Notes:



Dinners for Winners & Career Pathways

Explain the practice

- This activity was a combination of academics and partnership with the community who target future career pathways.
- The purpose was to inform parents and students in grade 3rd-5th about the assessment the students will be taking in the spring and how parents can help their child be successful. In addition we partner with community groups that provide our families with information about different career/education opportunities available for students and families.
- We had a large percentage of families attending with the majority of them staying to obtain the information provided by our staff on the assessments. Parents had many questions about the assessment and were eager to learn more about how to better support their child.
- Families felt comfortable enough to ask questions as well as communicate with each other and interact while sitting down and having dinner together after the presentations.
- We had music as families walked in, our volunteer students and staff greeted them in their language as they entered the building, the presentations were offered in two different languages, and our community volunteers were eager to answer questions our families had and made them feel welcome as well.

Important data

- Our target audience were families from 3rd-5th grade. We sent out flyers, label reminders, parent square, google voice reminders.
- They got plenty of information not just about assessment but about different resources in our community that support higher education and careers.
- We had support from our ATP committee, Community in Schools, 21st century, our Fuerza staff, Fiesta Foods donation, different members of our community, and PTO.

Takeaways and Advice

- To plan an event like this we would suggest to plan ahead, make a list of community members you would like to attend and present, contact them with plenty of time, reach out to different businesses for donations and food, work with programs within your building, know your building needs in case you need child care, make sure your volunteers know the purpose of the activity, and always make families feel welcomed.
- We got great feedback from our community members, staff, and families. They felt welcomed and well informed. They enjoyed the event, the food, and the opportunity to interact with others and with their families.

Dinners for Winners & Career Pathways



FUERZA EDUCATION AND CAREER NIGHT			
Columbia Basin College	21st Century	Kernex Police Department	
Mid Columbia Libraries	Varsity Tutors	Strive Learning	Communities in Schools
Community Education Programs	U.S. ARMY	Communities in Schools	

Student Name/Nombre de Estudiante _____
Teacher/Maestro _____



Notes:

Hawthorne Elementary

Family Culture Night



Explain the practice

- Our activity was an SEL practice.
- The purpose of the activity was to bring families together so they can learn about the wide range of cultures.
- This event had a high level of participation.
- Families answered a survey to help our team decide what type of family events to plan and a Culture Night had the highest %age of votes. This helped increase the sense of belonging for families because they had a big part in the decision making.
- Families were invited to run a booth pertaining to their culture or bring a dessert from their culture. Parents loved volunteering for this and came up with really great ideas. This again increased their sense of belonging and decision making in our school. In turn, our teachers had less work to do at the event.

Important data

- Our target audience was the whole school. We advertised the event with flyers, Messenger, Facebook, school calendar, and Parent Square.
- Our flyers were in English and Spanish.
- Families loved talking to each other about their traditions and explaining what was at their booths.
- Not only did families learn about each other, but our staff learned a lot about our families and their cultures too.
- Even though families brought food (desserts) we had a food truck outside with food for purchase to give families a convenient way to get dinner.

Takeaways and Advice

- All families had a positive experience and expressed they'd like to do another event like this. Staff found it to be a positive experience too.
- We would recommend researching to find out what cultures you have within your school. We surveyed families for some of this info, and our secretary was a great resource for searching out demographic info like languages and ethnicities
- It's a good idea to start planning well in advance. We started a couple in advance. Flyers were sent out asking for volunteer sign ups and we did our research and booked a food truck. There was another flyer sent out a couple of weeks before the event.

Hawthorne Elementary's Family Culture Night



-EACH GRADE LEVEL CREATED A
BOOTH
-FAMILIES RAN BOOTHS
-FAMILIES BROUGHT DESSERTS



Notes:



LINCOLN ELEMENTARY

Leopards Love Learning Night

Explain the Practice:

- What goal did this activity or practice focus on? (Academic, SEL, or Partnership or a combination?)
 - This event incorporated math, literacy, and STEM activities for all students Kindergarten through 5th, including our AU students.
- What was the purpose? (e.g. helping parents with reading strategies, connecting families with resources, making grade level transitions easier.)
 - Students and families had the opportunity to learn hands-on activities addressing grade level skills in literacy and math. The families took the materials home to support their students with additional practice of these skills - "Play and Take" concept.
- Why or how was it successful?
 - It was very successful, reflected in the great attendance from throughout the building, especially in grades kindergarten to second.
- How did this activity or practice bring a sense of belonging to your families?
 - Providing an opportunity for families to come into the building and learn hands-on activities at their child's academic level strengthened the connection with staff and parents, as well as parents and children.
- What did you do to make families feel welcome at this event or practice?
 - Having 97% of staff in attendance welcoming families, interacting and teaching a game welcomed families in an informal environment.
 - We also had Spanish translators available for families to use as needed.
 - Because our event took place during dinner hours, we had a food truck available to provide hot dogs and hamburgers, and Kona Ice was serving snow cones.

Important Data:

- Who was your target audience and how did you reach out to them?
 - The target audience was school wide grade levels K-5 and autism students.
- How did you make sure that all families were invited and had access to the activity or practice.
 - A flyer (both English and Spanish) with all the information was sent home with all students, teachers posted the information on their communication platforms, posted on Parent Square and posted on Facebook.
- What did families take away from this practice or activity?
 - Families took home a literacy and math game, as well as a hands-on project with our partnership with Home Depot.

- Who all was involved and what were their roles?
 - Teachers volunteered the use of two classrooms in each grade, teachers were able to sign up to help with the grade level games, STEM kits in the gym, or being available as needed (roaming, greeters, etc.). We had staff greeting families at the door, making connections in the cafeteria, as they were eating or resting.

Takeaways and Advice:

- If another ATP were to implement this practice, what advice would you give to them?
 - The addition of Home Depot and district STEM kits was a hit because all members of the family could choose activities they wanted to do most.
- What feedback did you receive from families, students, community and staff?
 - It was a huge hit with families, for some students and families this was the first big school event since Covid.
 - They appreciated the provided maps to see what rooms they needed to attend for the math and literacy games.
 - Home Depot was a fan favorite!



Notes:

Ridge View Elementary

Coyotes in the Community

Explain the practice

Coyotes in the Community is an opportunity for students to be part of charitable projects that support their community. Our goal was for students to actually see how they can directly impact an organization in a positive way.

Important data

This year, each grade level selected their specific event.

Grade Level Activities:

- Kindergarten: "Creativity" SEL event
- 1st Grade: Layers of Love
- 2nd Grade: Cards and flowers for retirement home and Meals on Wheels
- 3rd Grade: Mikey's Chance for foster dogs
- 4th Grade: Beautifully Inspired for foster families
- 5th Grade: Appreciation cards for Kennewick Police Dept.

These events were flexible, purposeful, inclusive, equitable and fun! Students, families, and staff shared the joy of directly giving back to the community.

Addressing challenges

Some advice that we would give another ATP group that wants to implement this practice is to ask your families and staff to generate ideas for which organizations to work with. There may be parents or staff members who have connections to these organizations and can help you create a successful event.

Ridge View's Coyotes in the Community Events



Every grade level chose their own event to host.

Kindergarten: "Creativity" SEL event

1st Grade: Layers of Love

2nd Grade: Cards and flowers for retirement home and Meals on Wheels

3rd Grade: Mikey's Chance for foster dogs

4th Grade: Beautifully Inspired for foster families

5th Grade: Appreciation cards for

Kennewick Police Dept.

These events were flexible, purposeful, inclusive, equitable and fun! Students, families and staff shared the joy of directly giving back to the community.

Ridge View: Where the sun is always shining!



Notes:



Our Practice

- The real focus of ATPTO is creating a partnership between families (PTO) and our school (ATP). However, this incredible partnership leads to growth in all areas for students through the incredible events we create together.
- The purpose of ATPTO is for parents and teachers to collaborate in the decision making process of everything we do at Sage Crest. By involving the PTO in planning events with ATP, we are able to get a strong parent perspective that we would not typically have. We also have access to an abundance of resources and ideas during the planning and execution process.
- This partnership has been successful beyond our wildest dreams. Some of our meetings have as many as 40 members. This allows for a lot of discussion and problem solving as well as relationship building.
- Our ATPTO meetings bring a sense of belonging to our families because they have a voice in the planning process of every event. They get a behind the scenes look at all of the work that goes into each event and have true ownership in the school. We have created a strong and lasting partnership with parents.
- To make all families feel welcome, we provide daycare for children during meetings. At many of the meetings we have food. Over the last few years we have experimented with the times for the meetings (3:30 and 6:30) to accommodate for schedules. One thing I would like to do in the future is offer translation services for those families that need it.

Important data

- Our target audience are the Sage Crest families. We reach out to them to attend our meetings through Parent Square, flyers and social media.
- Parent Square does an amazing job communicating with parents in their home language. At Sage Crest, we have been using Parent Square since the beginning of the year. 99% of our parents use it. That means that 99% of families are notified of our meetings in their home language, which is far better than any flier or communication platform we have used in the past.
- Being part of our ATPTO gives families a sense of ownership and voice in our school. The friendly, welcoming environment of our meetings gives them a sense

of belonging. Finally, they can see that we value their feedback when they attend each event and see that we have implemented many of their suggestions.

- Everyone in our Sage Crest family is involved in the partnership. The ATP chairs, grade level representatives and administrators come to meetings with an educational lens, the PTO, families and community members come to meetings with a caregiver lens. When we put these two lenses together, we create well-rounded events that are educational, practical and fun for everyone!

Takeaways and Advice

- When other ATP's decide to partner with their PTO, I would advise them not to be afraid to be transparent. Parents really appreciate your honesty. Don't be afraid of big numbers in attendance and revel in the ideas and resources that you will get!
- Everyone loves ATPTO! Our meetings are well attended and full of joy and laughter! The partnership we have created with our families is priceless. The increased access to resources that we have due to our partnership has created awesome events that our students will never forget!



The Things We do Together Sage Crest ATPTO



Notes:

Southgate Elementary Minute To Win It Reading Night

Purpose: Provide family night to enjoy music, book fair, dinner, community resources and share reading strategies and skills through minute to win it games.

Practice: 3 minute to win it games were provided in a classroom for each grade level. Packets were available to take home along with needed supplies. Pizza from Costco was provided, music performed for orchestra and marimba, Library provided Fall Book Fair, community resource tables and information were available and the computer lab was open with a list of learning websites that parents could explore.

Participation: Over 250 attended. Community resources included tables for Southgate with school information, Title 1, Community in Schools, Community Partners we use, PTG, Girls on the Run, Children's Theatre, Boy Scouts/Girl Scouts, Varsity Tutors, Kennewick School District, Mid-Columbia Libraries, Tri-Cities Community Health, Reading Foundation, Work Source Columbia Basin.

Takeaways: Lots of families showed up and met students from all different grade levels, plenty of activities spread out throughout the school, reading music notes and being able to play marimba instruments, bringing school and community together, resources for parents, family engagement, feeling of being connected

Suggestions: plan around involvement (family sports, teacher conference prep), more staff/teacher involvement, resources available on website or Parentsquare for those that couldn't attend or packets sent home with kids.

Community Resources

Notes:

Sunset View

“Family Hobbies & Recreation Night”

Explain the Practice

- **What goal did this activity or practice focus on?**
 - Partnership
- **What was the purpose?**
 - We wanted to reconnect with our families and provide them with recreational resources and activities that are available in our area.
- **Why or how was it successful?**
 - It was successful in getting families together and showcasing activities they can participate in with their students. It turned out to be mostly staff and families showcasing their own hobbies & recreational activities, rather than local community resources, but it was a success nonetheless.
- **How did this activity or practice bring a sense of belonging to your families?**
 - It brought families together ‘picnic style’ and allowed them to interact with each other freely. It also showcased activities that ALL families can participate in (puzzles, fishing, rock painting, etc.).
- **What did you do to make families feel welcome at this event or practice?**
 - We welcomed them with FREE food and lots of smiles. Staff members walked around chatting with families and passing out cookies.

Important Data

- **Who was your target audience and how did you reach out to them?**
 - All Sunset View families. Paper flyers and electronically (Parent Square and email via weekly Mustang Update).
- **How did you make sure that all families were invited and had access to the activity or practice?**
 - Flyers were distributed to all students (paper & electronic) and posters were displayed on exterior windows and around the school
- **What did families take away from this practice or activity?**
 - A renewed connection with our school community and ideas for activities they can participate in as a family.
- **Who all was involved and what were their roles?**
 - ATP committee - Event planning and preparation, recruitment of participants & donations, organization, shopping, set up, clean up, family connection

Takeaways and Advice

- **If another ATP were to implement this practice, what advice would you give to them?**
 - Start earlier to obtain SOLID local resources!

- What feedback did you receive from families, students, community and staff? ○ We'll let you know! The event was just LAST night! ;-)

Sunset View Elementary

Family Hobbies & Recreation Night



- Puzzles
- Fishing
- Rock Painting
- Taekwondo
- Reading
- Music
- Board Games
- RC Cars
- Picnic with the family

Notes:



Kids at Hope Cocoa and Create Night

Explain the practice

- This activity focused on a feeling of belonging in the school and partnership with families.
- The purpose was to teach families about Kids at Hope and the different pledges at school and introduce the parent pledge . To allow families to experience painting together.
- It was successful. We had a great turn out and positive feedback. Everyone was engaged. All family members from the youngest to oldest were involved in painting.
- To bring a sense of belonging to your families, each family could pick their own word related to our Kids at Hope Pledge that they felt fit the best with their own family.
- To make families feel welcome at this event we had fliers translated into Spanish and had a Spanish translator available the night of the event. To respond to feedback, families that they were not sure if siblings of our students could attend, we followed up with information to families to ensure they knew the whole family could attend. We allowed extra family members that showed up the opportunity to paint and be involved.

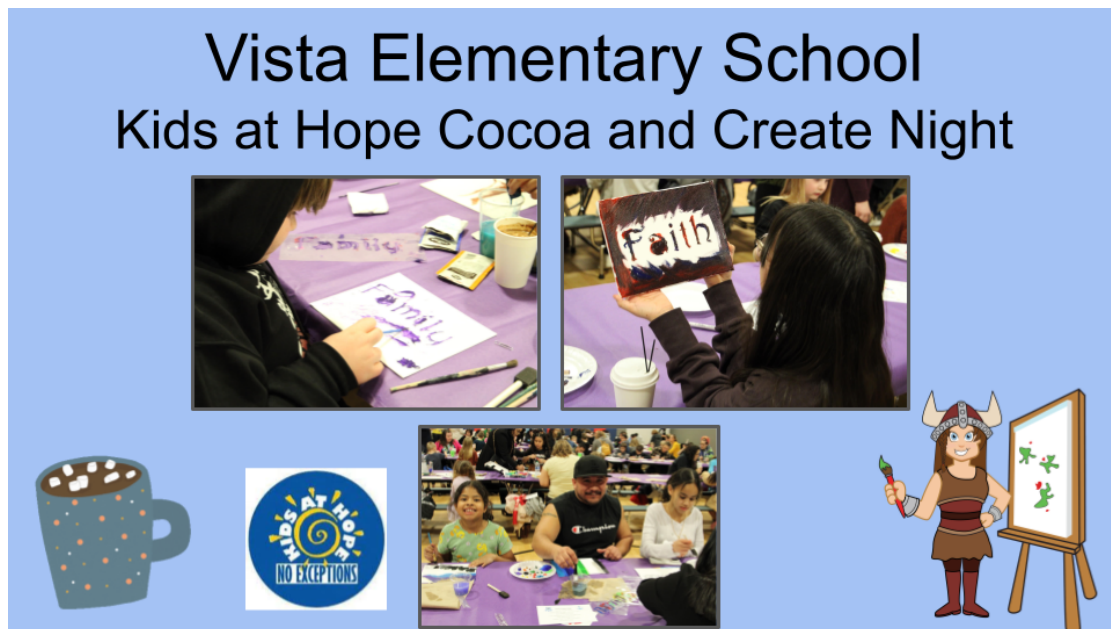
Important data

- Who was your target audience and how did you reach out to them?
All students and their families were targeted. We reached out on fliers, the reader board, parent square, facebook, teacher reminders, QR codes, and teacher promoted before the event.
- How did you make sure that all families were invited and had access to the activity or practice.
 - Through our reach out and with spanish translation
- What did families take away from this practice or activity?

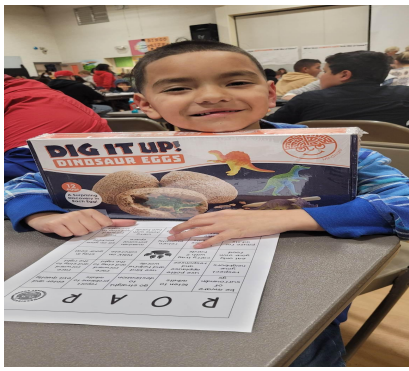
- A chance to bond with their families, a chance to discuss the word on the stencil that fit their family. A chance to understand how welcoming Vista is to all families.
- Who all was involved and what were their roles?
 - All staff! Admin, teachers, paras, secretaries.

Takeaways and Advice

- If another ATP were to implement this practice, what advice would you give to them?
 - Have more canvases than you think you'll need. The whole family wants to be involved.
 - Have a volunteer help at the cookie and cocoa station to help prevent mess and to ensure everyone only takes one serving.
 - Have families pick up their canvases and stencils after they hear all the directions.
 - Have someone in charge of repeating directions to families that come later (and expect many of them to come later).
 - A looped powerpoints with direction and pledges
- What feedback did you receive from families, students, community and staff?
 - To provide stencils in other languages like Spanish.
 - Try to have a stencil in each language spoken at the school.
 - To make sure flyers are clear that the whole family is invited.



Notes:



Family ROAR bingo night

Explain the practice

The goal of this event was to help families become more familiar with the ROAR matrix and incorporate some of the language that we use in school to life at home. This was in efforts to strengthening our partnership with families. We had an amazing turn out with families. Everyone had a fun night and learned how to incorporate ROAR into home life. Some parents where so grateful that we provide something practical that can be used to teach and reach expectations at home and at school. We asked students and families for their input on these giant posters. The poster read... what does respect look like at home? What does always safe look like at home? And so through our ROAR letter. Later these same posters were used to create a home ROAR matrix that was sent will be sent home to parents. The night included pizza for dinner and prizes.

Important data

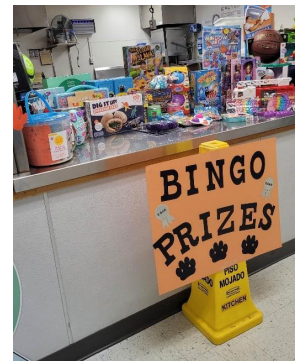
- Who was your target audience **Washington families**
- and how did you reach out to them? **Through flyers, parent square, school announcements, home/school planners, Facebook, emails**
- How did you make sure that all families were invited and had access to the activity or practice. **Through flyers in both Spanish and English, parent square, school announcements, home/school planners**
- What did families take away from this practice or activity? **Following our successful PBIS model we wanted to bring that same language and high expectations to the home. What does Roar can look like at home?**

Respect , Outstanding, Always safe, Responsible.. we all R.O.A.R!!!

- Who all was involved and what were their roles? **ATP committee alongside PTO and teachers, planned set up and volunteered that night**

Takeaways and Advice

Plan early and make sure you have the support of your staff. It takes a lot to pull off but it helps when there are many people involved and invested in the event. Some of the challenges were in space and sound system. It was a packed house we didn't have enough seating, tables, and it was hard to hear at times. Next time we will use classrooms to help offset the crowd. Also we will have more language support for our Spanish speaking families. This was our first ever ROAR family bingo and we hope to make it a yearly event.



Notes:





Culture Night: Celebrations

Culture Night in Practice

The goal of culture night is to combine Academic and SEL partnership school, home and the community. It is to encourage students to learn more about various cultures through researching their own cultures and learning about the cultures of their classmates. This was done through grade level classroom projects, with presentations that were displayed in the hallways and viewed by students and their families during the event. We asked for parent input on the celebrations and for families to bring desserts to share representing a celebration. We had an amazing turnout with more food options than one could possibly choose from. Many families attended the event in traditional dress of their home countries. Families could snack on treats as they moved about the gym and cafeteria between the 8 stations we had set up with craft projections representing various celebrations around the world.

Data and Details

The target audience for this event was K-5 along with their families and our community partners. We had 370 people attend and 29 volunteers at the event. Volunteers consisted of community members, staff, former students, and parents. To make families feel welcome we sent home flyers in English, Spanish and Arabic. We also adjusted our information based on feedback provided by a parent at our ATP meeting.

Takeaways and Advice

If you wish to implement this practice we recommend you involve parents as much as possible and directly discuss ideas with someone from that culture before you spotlight it at your event. Google is only so reliable and it is best to talk to someone who has firsthand knowledge of the event. We also switch our themes up each year to approach it from a new way. Parents, staff and volunteers frequently state that it is their favorite event of the year. It is a wonderful opportunity for schools to learn about and celebrate their families.



Westgate Elementary Culture Night Theme: Celebrations

Families brought a homemade dessert of their choice to share that represented something they would eat at a celebration.

8 stations with art that represented different cultural celebrations- Karen Weaving, Henna, UK Christmas Crowns, Sugar Skulls from Mexico, Hawaiian Leis, Eid Moon/Star craft, Ukrainian Star, Norwegian 'passports.'



Notes:



I ♥ Art

Practice Explanation

Our activity's purpose was to connect our students, families, staff, and community through an art-focused evening event. All were invited to join us at Chinook on Thursday, February 9th from 6 - 8 pm. Attendees could check out displayed artwork (submitted by staff, students, family & community members), vote on favorite blackout poems created by Chinook students, participate in art-related workshops/activities, listen to Chinook's jazz band, and listen to/participate in poetry read-aloud. The goal of this activity was to make our family members feel welcome at our school, take part in an academic unit, and connect with the community.

What We Did

- ATP and others interested in the event met many times and planned out the details for the night. The original idea was a coffeehouse-type event. When 8th-grade teachers heard about the potential idea, they were excited to connect it to their poetry unit and 8th-grade ELA teachers joined ATP in planning the event.
- We chose a Valentine's themed event because it was taking place the Thursday before the holiday.
- We wanted to have a prize for the 8th grade poetry winner. So ATP members reached out to local businesses seeking donations and received more than expected. Donations received:
 - \$50 gift card from Costco- we purchased bottled water
 - \$50 gift card from Yokes- additionally ATP spent \$150 on 300 heart-shaped sugar cookies, frosting, and sprinkles (for workshop)
 - Two \$25 gift cards from Black Rock (one went to the 8th grade winner gift basket, the other was a giveaway)
 - Five \$5 gift cards from Red Rail Espresso (used as giveaway)
 - Safeway- 120 round sugar cookies, an additional \$12 was spent on frosting (for workshop)
 - Barnes & Noble donated a poetry collection, journal, and fancy pen (8th grade winner gift basket)
- Families were invited to attend via an invitation mailed home (the invitation had a spot for them to write their name and design something in a blank heart with the idea of bringing it the night of the event to be entered to win a giveaway item), ParentSquare, FaceBook, and a TimberTalk video.
- Prior to the event, designated ATP members collected artwork from students, family members, staff, and community members. We had many people submit artwork. It was put on display down the main hallway immediately after school on the day of the event. Each piece of art had a placard with the title of the art, the artist's name, and the materials used.
- When parties arrived for the event, they were greeted by leadership students who helped them get signed in and then they were able to peruse the artwork.
- There was a blackout poetry contest open to Chinook students only. Participants had their poems on display on the wall across from the artwork. QR codes were available for people to scan and vote on their favorite blackout poem (one per grade level).

- Once guests finished their time in the hallway, they entered the cafeteria where the jazz band performed and they had the option to either attend a workshop setup in the classrooms closest to the cafeteria, frost cookies in the cafeteria, or take a seat in the cafeteria and enjoy the music. Workshops ran until about 6:45 pm.
- Around 6:50 pm, everyone gathered in the cafeteria for poetry readings. People had signed up prior to the event via a Google form. Those people read either an original or a favorite poem first, then it was opened up to anyone who felt inspired to share with the group.
- Around 7:20 pm, we transitioned to the 8th-grade poetry read-aloud competition which was the finale of our night. Additionally, this was an extension of part of the 8th-grade poetry unit and consisted of students who were recognized for their performance in reading a poem in their ELA class. The contestants recited their poems and after the judges deliberated, a winner was chosen and awarded a fabulous gift.

Reflection

- The event was successful because we had many family members, students, and staff showcase their artwork and participate in poetry readings. We also had many businesses in our community donate items to our event.
- This activity brought a sense of belonging to our families by including all family members. Our workshops were open to the whole family, we displayed artwork from any family member who submitted work, and family members had the opportunity to read a poem during that portion of the night.
- Based on survey feedback, families expressed appreciation for having the event. They enjoyed it and would like similar events in the future. People were appreciative of our school putting the event on and expressed a high likelihood of attending similar events in the future. We had a suggestion to have more workshops, post the location of different workshops more clearly, and end the event a little earlier.

Takeaways and Advice

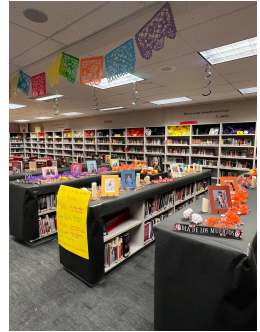
- If another ATP were to implement this practice, I would advise them to have a good amount of people to help hang up artwork and set up tables for the event. It took longer than expected. Also, reach out to local businesses for donations. It was overwhelming how supportive they were.



Highlands Scotties Cultural Connections

Library Celebrations

- Our goal was to reach out to every cultural group at HMS through a celebration of the language, foods, dance, religion, etc. that would be on display for a month in the library. Another one of our goals was to open the eyes and hearts of students to other groups within their school community.
 - It was successful as students sought out more information about others through literature, morning announcements and staff members. Students and families were able to come into the building and see themselves represented in their words, symbols and cultural icons.
 - We invited families to include their own pictures, cultural objects, and stories to be told throughout the exhibit.
- Target audience was the entire student population.
- Personal invitations, parent square and morning announcements were all utilized to make sure that we were including specific families as well as the entire student population.
- The feedback was that they, for some, felt seen and heard for the first time in the school.
 - Parents and students selected and designed the displays and students and ATP staff decorated the library.
 - If another school did this I would say to start early, send out a survey the May before to create the teams that you will need and to allow time to get the necessary information/items.
 - Feedback from students, parents, staff and the community was overwhelmingly positive. Students would come into the library just to see the display, to read the information and then would ask questions of staff. The exciting part was to hear from the students that they were eager to get their culture celebrated during the school year.



Highlands-Celebrating Our Whole World



With the help of the entire ATP team, students and parents we had the opportunity to showcase the "Who We Are" of so many of our students and families honoring a culture a month!



Celebrating each culture and each student

Special thanks to Corey Nelson and Mayra Guillen for allowing us to take over the library each month!

Notes:



HHH Open House & Resource Fair

Explain the practice


- **What goal did this activity or practice focus on?** Partnership with staff, families and our community.
- **What was the purpose?** The purpose was to connect families with resources in our community & make an easier transition for incoming students.
- **Why or how was it successful?** We had a huge attendance, plenty of families learned of the resources in our community and families got to meet their child's new teachers & tour the school.
- **How did this activity or practice bring a sense of belonging to your families?** Families were able to learn about resources in our community. They were able to interact with other families and school staff.
- **What did you do to make families feel welcome at this event or practice?** We had a food truck for families that was free of cost to them and a BINGO card to fill out by interacting with various people. These students received "pride" points if they completed the BINGO card.

Important data

- **Who was your target audience and how did you reach out to them?** Our targeted audience was all HHH families and we sent out flyers home with students as well as posting on our social media.
- **How did you make sure that all families were invited and had access to the activity or practice?** We sent flyers home with students, parent square and facebook.
- **What did families take away from this practice or activity?** Families were able to interact with one another and staff members. They were able to learn about the community resources available.
- **Who all was involved and what were their roles?** All our staff were involved, teachers & support staff were here to meet families, community partners were also involved and interacted with families as well.


Takeaways and Advice

- If another ATP were to implement this practice, what advice would you give to them? Have free food also, reward participation, give families options and flexibility. Make sure it is posted on all resources available in English and Spanish.
- What feedback did you receive from families, students, community and staff? Families did not want to follow a schedule; they would rather meet teachers and tour the school at their own pace.



HORSE HEAVEN HILLS

MIDDLE SCHOOL



Student name: _____

HHS OPEN HOUSE

Go around open house and collect stamps to complete a blackout and receive 50 PRIDE points!


P R I D E

Prepared, Respectful, Independent, Dedicated, Empathetic

CLUB	COUNSELOR	COMMUNITY RESOURCE	TEACHER	SECURITY
COMMUNITY RESOURCE	COMMUNITY RESOURCE	TEACHER	PRINCIPAL	COMMUNITY RESOURCE
PTO	TEACHER	CLUB	CLUB	TEACHER
TEACHER	CLUB	COMMUNITY RESOURCE	TEACHER	SPORT

1st hour teacher: _____

- ❖ Students received 50 PRIDE points for completing their community resource bingo sheet
- ❖ Families ate for FREE
- ❖ Families could tour the school
- ❖ Families could meet their students' new teachers
- ❖ Also had school clubs and sports present
- ❖ Partnership with PTO



**HORSE HEAVEN HILLS
MIDDLE SCHOOL**

OPEN HOUSE & RESOURCE FAIR

Join us on Thursday, September 8th
5:00pm - 7:30pm

Resource fair will be from 5:00pm - 5:30pm in the school courtyard

Sports & School clubs will all be in attendance at our resource fair as well as the following community resources:

- Kinnelwood PD
- 8th Trains
- Key Connections
- Chaplany Health Care

- Three Rivers Therapy
- Support, Advocacy & Resource Center
- Somerset Counseling
- Community Health Plan of WA

A Food truck will be available free of cost

HHS PTO will be selling refreshments

Note:

PARK MIDDLE SCHOOL



PARK MIDDLE SCHOOL
FALL FESTIVAL

YOU ARE INVITED TO
PARK MIDDLE SCHOOL'S FALL FESTIVAL

LOCATION: PARK MIDDLE SCHOOL CAFETERIA
DATE: MONDAY, OCTOBER 10TH
TIME: 6:30-8:00PM

COME ENJOY PRIZES, REFRESHMENTS, CRAFTS, CANDY, AND FUN/EDUCATIONAL GAMES LIKE COLLEGE TRIVIA, CAREER WALK, AND MORE!

WE WILL ALSO BE HOSTING "HIDDEN IN PLAIN SIGHT" FOR ADULT ATTENDEES. COME AND LEARN WHAT IS TRENDING WITH YOUTH TODAY AND HOW TO START THE CONVERSATIONS THAT CAN SOMETIMES BE DIFFICULT BUT ARE NECESSARY. OFFERED IN ENGLISH AND SPANISH!

PARK MIDDLE SCHOOL



Notes:



Brave Talk 2022-2023

The Practice

- Goal: We focused on Social-Emotional Learning for parents and their teens by holding Brave Talks which included speakers from ESD 123 (Kristi Sharpe on Resilience), Lutheran Community Services (Connecting With Our Students), SARC (Healthy Teen Relationships), KPD (Social Media Awareness), etc.
- Purpose: Our purpose was to educate and bring awareness to the mental health and social issues teenagers are facing
- Success: Our largest attendance was 26 teens and parents.
- Belonging: Many families were personally invited by phone calls, and all were invited via social media. We provided dinner and childcare and answered any questions parents had about Kamiakin. We translated flyers into Spanish and Arabic.

Important Data

- Target Audience: Parents of Kamiakin students
- Staff Involved: Laura McLeod, ATP Chair; Robert Silvan, Student Success Coordinator; Ana Claro Rincon, Migrant Counselor; high school student volunteers

Takeaways and Advice

- If another ATP were to implement this practice, what advice would you give to them? Getting parents to show up to the Brave Talks was a challenge. We got people every session, but advertising could have been better. We did post on all the social media accounts and phone calls were made to parents of migrant students as well. The best turnout we had was when we advertised on multiple occasions and to parents of all three high schools.
- What feedback did you receive from families, students, community and staff? Parents took away a lot of information on talking to their children, on how to recognize struggles and what resources are available in our school and in the community.



Notes:



Freshman Night

February 23, 2023

The Practice

- Goal: This event was focus on academics and it was in collaboration with Gear-up
- Purpose: The purpose of this event was for freshman students and their families to obtain information about credits, graduation requirements and learn about the resources needed for the student to be successful at the high school level.
- Success: We did not have as many families as we expected but of the families that did attend the event they were able to ask questions and took important knowledge with them.
- Inclusivity: Every year there is an 8th grade night however, there is only one session and it is in English. In our event we had 2 sessions, one in English and one in Spanish.

Important Data

- Target Audience: Freshman students and their families. We made phone calls, sent text messages via Google Voice, social media and Parentsquare.
- People Involved: Our data processor printed us a list of all the freshmen and their parent/guardians phone number. Gear-up staff and ATP made sure every freshman family was connected. Flyers were in English, Spanish, and Arabic. We also had student volunteers the day of the event that helped with registration, serving food and daycare.

Takeaways & Advice

- If another ATP would implement this practice. I would advise them to do this event before school starts or the 1st week of school.
- Many of our families thank us for the information that we provided. They said it was very useful and they knew who to contact if they had any questions regarding their student academic progress and/or if they needed school resources for their families.



Freshman Night

Kennewick High School



Notes:



Legacy High School

Spring Fling

Explain the practice

What was the purpose? (e.g. helping parents with reading strategies, connecting families with resources, making grade level transitions easier)

Each year Legacy High School has a Spring Fling where we invite our supporters. These include community partners, sponsors, administration, school board members, parents, etc... Basically anyone who has had a positive impact on our school that year.

How did this activity or practice bring a sense of belonging to your families?

We host a school wide activity where our clubs perform and ask our supporters to stand and be recognized. We then have a shared meal where our “people” get to see our kids happy and enjoying school.

Why or how was it successful? It makes them feel a part of our school and helps maintain multi-year support!

What did you do to make families feel welcome at this event or practice?

Leadership students make hand-written invitations and we make them some sort of special gift. This year we made them buttons.

What goal did this activity or practice focus on? Partnership

Important data

Who was your target audience and how did you reach out to them?

Our target audience was our community partners, sponsors etc... We wanted to recognize who has supported us. We wanted them to feel a part of our school and community. Leadership students make hand-written invitations

How did you make sure that all families were invited and had access to the activity or practice. Flier in English and Spanish Combination mailed home to families, parent square notifications, social media and student handouts.

Who all was involved and what were their roles? ATP team members selected the invitees and handled event details. Leadership students handled in house advertising, activity creation, etc... Clubs performed for the school. Staff each ran activities.

Takeaways and Advice

Advice: Send handmade invites if possible, when a student makes it, it seems to have a better response.

Feedback: This happened during the school day very intentionally. This allowed some district admin to attend and a few families whose parents work nights to be able to attend.

Spring Fling Event: As a THANK YOU to our Supporters



Each year Legacy High School has a Spring Fling where we invite our supporters. These include community partners, sponsors, administration, school board members, etc... Basically anyone who has had a positive impact on our school that year. We host a school wide activity where our clubs perform and ask our supporters to stand and be recognized. We then have a shared meal where our “people” get to see our kids happy and enjoying school. It makes them feel apart of our school and helps maintain multi-year support! Leadership students make hand-written invitations and we make them some sort of special gift. This year we made them buttons.

Notes:

Southgate Elementary

Minute To Win It Reading Night

Purpose: Provide family night to enjoy music, book fair, dinner, community resources and share reading strategies and skills through minute to win it games.

Practice: 3 minute to win it games were provided in a classroom for each grade level. Packets were available to take home along with needed supplies. Pizza from Costco was provided, music performed for orchestra and marimba, Library provided Fall Book Fair, community resource tables and information were available and the computer lab was open with a list of learning websites that parents could explore.

Participation: Over 250 attended. Community resources included tables for Southgate with school information, Title 1, Community in Schools, Community Partners we use, PTG, Girls on the Run, Children's Theatre, Boy Scouts/Girl Scouts, Varsity Tutors, Kennewick School District, Mid-Columbia Libraries, Tri-Cities Community Health, Reading Foundation, Work Source Columbia Basin.

Takeaways: Lots of families showed up and met students from all different grade levels, plenty of activities spread out throughout the school, reading music notes and being able to play marimba instruments, bringing school and community together, resources for parents, family engagement, feeling of being connected

Suggestions: plan around involvement (family sports, teacher conference prep), more staff/teacher involvement, resources available on website or Parentsquare for those that couldn't attend or packets sent home with kids.

Community Resources

Notes:

*THANK YOU TO OUR
SPONSORS*

