

George Watkins Elementary Parent and Family Engagement Policy/Plan and Procedures

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

- A. George Watkins Elementary 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.

With multiple stakeholders a meeting will be held in August prior to each school year. The policy will be posted to the school website and a copy of the policy will be distributed on the first day of school.

- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

An annual meeting will be held during Open House the last week of August. Parents will be notified via class assignment letters as well as through our Blackboard Alert communication system.

- C. 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.

Opportunities for parent involvement will allow for flexible meeting times and will be held within reasonable hours to consider the needs of our school community and families. Transportation can be provided as well as translators for non English speaking families. Meetings will be aligned with PTO meetings to maximize coordination efforts and support from families and teachers.

- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.

A Title I plan review meeting will involve parents and staff members across grade levels. Meeting notices and agendas will be made available for participants and recommendations for plan revisions will be discussed and considered.

- E. Implement an effective means of outreach to parents of English learners, in a language the parents can understand, to inform them regarding how they can—

- be involved in the education of their children; and
- be active participants in assisting their children to—
 - attain English proficiency;
 - achieve at high levels within a well-rounded education; and
 - meet the challenging State academic standards expected of all students

Meeting notices are provided to all parents and include English learners in a language that the parents understand. Interpreters will be provided for meetings. The parents are encouraged to attend parent teacher conferences. Letters are sent home at the beginning of each school year indicating their child's progress toward reaching proficiency. The division will hold English

Learner parent nights during the year at which parents will be informed of the division goals and ways to assist their children in their education.

F. Provide parents of participating children—

- timely information about programs under this part;
- 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;
- 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.

The Parent Student handbook that is sent home to every family has information about the Title I program and the curriculum that is used in the school. The school website also has this information posted on it. Parents are encouraged to schedule conferences with their child's teacher on an ongoing basis. The conferences may take place before school, during the day or after school to meet the needs of the parent.

G. If schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.

The PTO will be consulted annually to address concerns with the school plan in August/September. Concerns with the plan will be considered for revisions prior to the completed plan being submitted to the district.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Provide frequent reports to parents on their child's progress.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, **each school and district must:**

- Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.

A link to all Standards of Learning for all grade levels is included in our Parent Handbook for parent review. Mid-terms are distributed every 4.5 weeks to parents so they can monitor student progress. Parent/Teacher conferences are held annually in November, though our staff meets with parents regularly and on an as needed basis. Report cards are distributed every 9-weeks so parents can monitor student progress.

- Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).

Literacy training through reading nights are held throughout the school year as well as presented at PTO meetings. The Parent/Student Handbook is distributed or made available at the start of the school year, requiring parents and students to sign the Acceptable Use Policy after reviewing the technology use requirements of the school division. Newsletters are distributed regularly by grade levels and teacher websites are maintained that include resources for parents.

- Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.

Professional development activities are provided throughout the school year including pre-school work days for all staff. Administrators meet with the staff prior to the start of the school year to discuss Parent/Teacher communication expectations and newsletters/websites updating current learning objectives are made available by all teaching staff.

- Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.

GWES participates with the state Kindergarten Readiness and Registration day as well as provides a Kindergarten Readiness Camp each summer.

- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents. of participating children in a format and, to the extent practicable, in a language the parents can understand.

The GWES School/Parent/Student compact was revised using plain language or preferred native language so parents could understand the expectations of the school community. Presentations at the PTO meetings allowed for open discussions and questions as changes to our Title I program were introduced and discussed with parents.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Meeting notices will be provided to all parents, including to English learners in a language that the parents understand. Interpreters will be provided for meetings as needed.

PART IV-ADOPTION – This George Watkins Elementary Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by George Watkins Elementary on 10/22/19 and will be in effect for the period of 2019-2020. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 12/11/19.

GEORGE WATKINS ELEMENTARY SCHOOL
Title I
SCHOOL/PARENT/STUDENT COMPACT 2020-2021

Dear GWES School Community Members, this year George Watkins became a whole school Title I school. This has allowed us the opportunity to share resources with all grade levels and classes, participate in whole school professional development to enhance teaching and student learning, acquire resources that can be used with all work with all students on a fixed or flexible schedule. This greatly benefits all of our students and has helped us expand our classroom libraries to meet the needs of our diverse community of learners. The following compact suggests best practices for teachers, parents and students to support the overall reading program at our school.

I. School and Teachers:

1. Shall communicate student progress/concerns to parents throughout the school year.
2. Shall schedule parent-teacher conferences as needed.
3. Shall provide high quality curriculum and instruction in a small group, supportive environment.
4. Interventionists shall communicate with classroom teachers and other professionals on a regular basis.
5. Shall offer parents materials and suggestions to help at home as needed.

II. Parents:

1. Schedule a reading time together every day for at least 15 minutes.
2. Use technology to help your child (stories found online, reading games, skill builders, etc)
3. Schedule daily homework/home activity time.
4. Use the public or school library.
5. Express high expectations and offer praise and encouragement.
6. Observe your child using reading strategies learned in their classroom
7. Attend Parent/Teacher Conferences

III. Students:

1. Return books that have been sent home for extra practice.
2. Read with an adult daily.
3. Attend school regularly and be a good school citizen.
4. Be a good messenger between school and home.
5. Show respect for parents and teachers.
6. Play learning games that have been sent home on a regular basis.