

Mary Purcell Elementary

Parent and Family Engagement Policy/Plan and Procedures

2017-2018

Mary Purcell Elementary is committed to the goal of providing quality education for every child in our school. We want to establish partnerships with parents and community. Everyone gains if Mary Purcell Elementary and families work together to promote high student achievement. Neither families nor Mary Purcell Elementary can do the job alone. Parents and guardians play an extremely important role as children's first teachers. Supporting our students as a team is critical to their success.

Mary Purcell Elementary recognizes that some students may need extra assistance through the Title I program to reach the state's high academic standards. Mary Purcell Elementary intends to include families in all aspects of the school's Title I program.

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

- A. Mary Purcell Elementary will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to families of participating children and make available to the community.
- The Title 1 parent/staff leadership team met on June 7, 2017 to develop the Parent and Family Engagement policy/procedures.
 - The Title 1 parent/staff leadership team will meet again to make any revisions in August.
 - The Parent and Family Engagement policy/procedures will be distributed at the beginning of the school year to the parents of participating children.
 - Copies of the Parent and Family Engagement policy will be available to the rest of our parents/ community during the open house on September 21st.
 - Copies of the Parent and Family Engagement policy will be available at all times just outside of the school office.
 - A copy of the Parent and Family Engagement Policy will posted to the schools website.
- B. Convene an annual meeting, at a convenient time, to which all families of participating children shall be invited and encouraged to attend, to inform families of their school's participation under this part and to explain the requirements of this part, and the right of the families to be involved.
- The annual meeting will be held in late November. The date and time of the meeting will be based on the results of a survey provided to families of participating children.
- Invites will be given out during parent/teacher conferences. The information will be presented at a Booster club meeting so that others in the school/community will be made aware of the families' right to be involved.

- C. Offer flexible meetings, transportation, child care, or home visits as funding permits for services related to Parent and Family Engagement.

A survey will go out to the families at the beginning of the school year asking what time would work best for them and if transportation or childcare is needed. Based off this survey we will provide the accommodations our families need.

- D. Involve families in an ongoing 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.

- The Title 1 parent/staff leadership team met on June 7, 2017 to develop/revise the school building plan.
- In September, all district Title 1 staff will be meeting collaboratively to review and revise our school's building plan, Parent and Family Engagement Policy/Procedures, and our Compacts.
- After the meeting in September, Mary Purcell's Title 1 parent/staff leadership team will meet again to make revisions in October.

- E. Provide parents of participating children—

1. Timely information about programs under this part.
2. A description and explanation of the curriculum used, assessments used to measure student progress, and expected proficiency levels.
3. If requested by families, opportunities for regular meetings, as appropriate, about decisions relating to the education of their children, and respond to suggestions.
 - Information about school events will be communicated through bi-monthly newsletters, flyers, and phone messages sent to all families.
 - A letter will be sent home explaining the new Leveled Literacy Intervention (LLI) curriculum and the Fountas & Pinnell's leveled reading assessment.
 - Families will be given the Title 1 teacher's contact information for any questions/concerns.

- F. If the schoolwide program plan is not satisfactory to families, they may submit comments on the plan when it is made available to the district.

- When a student qualifies for a Title 1 intervention group, the Title teacher will send a notification letter along with a copy of the Parent and Family Engagement Policy/Procedures. On the notification letter families can share questions/concerns. Comments will be added to the plan.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Each school shall jointly develop a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement.

-Conduct a parent/teacher conference where the compact shall be discussed as it relates to the child's achievement.

-Provide frequent reports to families on their child's progress.

-Provide families with opportunities to communicate with staff and volunteer, observe, and participate in their child's class.

- Ensuring regular communication between family and school staff in a language that family members can understand.

- The school-parent compact was developed during the Title 1 parent/staff leadership team meeting on June 7, 2017.
- Parent/teacher conferences will take place in October. During the conference the compacts will be discussed. A second parent/teacher conference is available for students of concern in February. During this time teachers will again discuss/review the compact.
- Teachers will send out progress reports.
- Report cards will be sent out 3 times a year.
- Families are encouraged to participate, observe, and volunteer in their child's class. A volunteer training will be held in the Fall.
- Teachers and school staff will communicate regularly through emails, phone calls, meetings, and letters.
- Interpreters are available to translate letters, make phone calls, and to attend parent/teacher conferences as well as other meetings.

BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

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

- 1) Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
 - Grade level Common Core State Standards will be discussed during Open House on September 21st and again during parent/teacher conferences in October.
 - During parent/teacher conferences teachers will provide resources to monitor their child's progress.
 - The classroom teachers and Title 1 teacher will be available to meet with families to discuss Common Core State Standards, ways to help their child, and how to monitor their child's progress.
- 2) 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).

- Mary Purcell Elementary will hold a Math/Literacy Night on March 22nd which will include activities, games, and materials for families to do with their children at home. Staff will be available to assist and answer parent questions.
 - Materials for families to help their children at home will be provided during parent/teacher conferences in October.
 - Booster Club will meet once a month to discuss ways to support students.
- 3) Provide professional development to teachers, paraprofessionals, and other staff on the value of families and their communities to increase academic achievement.
- On Wednesday the [REDACTED], the school counselor will provide professional development on the importance of engaging families and communities to increase academic achievement.
- 4) 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.
- Kindergarten readiness at Cascade Middle School, partnered with Nickelodeon
 - Head start transition
 - Watch D.O.G.S.
 - Strengthening Families
 - Summer reading program with the local Library.
 - Food 4 Kids
 - The Mason's bike reading program
 - Rotary Club Dictionaries for Kids
- 5) Information related to school and family programs, meetings, and other activities will be sent in a language the families can understand.
- Interpreters are available to translate letters, make phone calls, and to attend parent/teacher conferences as well as other meetings.

The following are allowable activities:

- 1) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. (List actions)
- 2) May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training. (List actions)
- 3) May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable families to participate in school-related meetings and training sessions.
 - Family survey
 - Open House
 - Parent/Teacher conferences
- 4) May support parents to encourage involvement of other parents.
 - Booster Club
 - Watch D.O.G.S.

- Current Volunteers
 - Have translators available
- 5) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, with families who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation.
 - Survey families
 - In-home conferences when needed or requested.
 - Phone conference calls
 - 6) May adopt and implement model approaches to improving Parent and Family Engagement. (List actions)
 - 7) May establish a district parent advisory council to provide advice on all matters related to Parent and Family Engagement in programs supported under this section. (List actions)
 - 8) May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities. (List actions)

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this document, 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.

- Accommodations, to the best of our abilities, will be made for any parents/guardians or family members with disabilities.
- Interpreters are available to translate letters, make phone calls, and to attend parent/teacher conferences as well as other meetings.

PART IV-ADOPTION – Mary Purcell 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 Mary Purcell Elementary on 06/07/17 and will be in effect for the period of 2017-2018 school year. 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 10/02/2017.

Signature of Title I Authorized Representative

Date

Name and Signature of Parents, Students, and Staff Involved in the PFE Policy Process:		
Name	Position	Signature
Mike Cullum	Principal	
Christina Leber	Title 1 Teacher	
Becky Welch	Title 1 Teacher	
Deana DeBoer	Gen. Ed Teacher	
Stacie Quatsoe	Gen. Ed. Teacher	
Tanya Rolfs	Gen. Ed. Teacher	
Kelly Ferguson	Special Education Teacher	
Julie Orkiola	ELL Teacher	
Anne Sidbury	Counselor	
Anna Garcia	Parent	
Jorge Garcia	Parent	
Janelle Batterberry	Parent	