

Grace Warner ES

Parent and Family Engagement Policy/Plan and Procedures 2021-2022

Grace Warner is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if **Grace Warner** and home work together to promote high achievement by our children. Neither home nor **Grace Warner** can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

Grace Warner recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. **Grace Warner** intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

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

- A. **Grace Warner** will **jointly develop/revise** with parents the school **Parent and Family Engagement policy**, distribute it to parents, and make available the Parent and Family Engagement policy/procedures to the local community.

List actions- Identify barriers to parents for participation in Title I activities, needs of parents, etc., to assist with learning, strategies to support successful school and family interactions

- Parent and Family Engagement policy is distributed at the Back to School Events during the first two weeks of school.
- For parents with questions and ideas regarding the policy, the FACE Liaison held a meeting to address their concerns in the Fall.
- Our parent engagement and Family Engagement Policy/Family Engagement Plan will be reviewed and revised by the FACE Liaison, parents, and administration during the Spring of 2022.
- Policy given in English and Spanish

- B. Convene an **annual Title I meeting** to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved.

(Describe when and where the annual meeting will be held)

- We meet in the beginning of the school year in the multipurpose room at Grace Warner ES.
- Diverse group of parents encouraged to attend
- Administration attends the meeting
- Sign in sheet required
- Information given in both English and Spanish.

- C. **Offer flexible meetings** and may provide transportation, childcare, or home visits, as such services related to Parent and Family Engagement.

(Describe how flexibility is provided)

- Annual Title I meeting, Back to School/Meet the Teacher in the first two weeks of the school year.
- Sierra NV Journeys/STEM night in February 15 2022
- Family Night at the discovery Museum May 2022

- PAFE Policy revision, May 2022, FACE Liaison office
- Events are offered at various times during the day to accommodate parents’ working schedules.
- Parent Teacher Conferences have a wide range of times to schedule meetings; if parent/guardian unable to attend, phone call conferences will be held.

D. **Involve parents**, in an ongoing and timely way, in the **planning, review, and improvement of Title I programs** including the Parent and Family Engagement Policy and the **school-wide improvement plan**.

(List actions)

- Parent participation in school leadership team which develops school performance plan
- Teach parents how to access [School Performance Plan](#) on WUSD website.

E. Provide parents of participating children—Timely information about programs under this part.

a. 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.

Curriculum and Assessment

- Provide timely information to families about programs through weekly classroom and monthly school-wide newsletters, calendars, progress reports, conferences, and phone calls.
- During conferences and throughout the school year, teachers will provide a description and explanation of the curriculum, forms of academic assessments used, proficiency levels students are expected to meet, along with goals and objectives to promote academic and social-emotional growth.
- Families are encouraged to contact and meet with the classroom teacher directly for any questions or concerns relating to the education of their child.

Proficiency levels -

- [Parent Roadmap to the CCSS](#)
- [Smarter Balanced Summative Guide](#)
- [Nevada Accountability Assessments](#)
- [Resultados en Español](#)
- [WIDA ACCESS for ELs](#)
- [EL Exit Criteria](#)

b. 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.

Contact the FACE

F. If **school-wide 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.

(List actions)

- Parent comments/concerns collected at various meetings and events and brought to administration’s awareness.

- If parents are not satisfied with the schoolwide program, their comments will be submitted to the district along with the plan.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- A. As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under Title I, a **school-parent compact** (Educational Accord) 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. **Ensure regular two-way, meaningful communication between family members and school staff** and, to the extent practicable, in a language that family members can understand.

(List actions)

- Parent-teacher conferences once a year in October.
- Various methods of communication
 - Phone calls
 - Email
 - Class Dojo
 - Text
 - FACE Liaison support for families and staff
 - ConnectEd
- Positive phone calls home to parents
- Communication in home language of family

B. 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:

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

(List actions)

- Discuss proficiency levels at conference and explain MAP and academic data.
- At conferences, parents are provided information on Read by Grade 3 with reading levels, intervention plans and ideas for them to use at home.

- 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).

(List actions)

Teachers provided information and materials to students/parents for Digital Days

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

(List actions)

- Admin will work with teachers in cultural competency.
- Staff implementing SEL strategies in classrooms

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.

(List actions)

- Collaboration with Pre-K program
- Bringing in local resources such as Parent University, HOPES clinic, Children’s Cabinet, Food Bank.
- Discussion on reading proficiency date; RBG3 requirements.
- Encourage parents to attend [Family Access Day..](#)

5. 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**.

(List actions)

- Information will be distributed to families through home notes, monthly newsletters, conferences, informational bulletin boards, Family Cup of Coffee Meetings, Family Nights, workshops, and home visits.
- Students will receive classroom progress reports as needed and WCSD report cards quarterly as a means to inform parents of current academic achievement or concerns.

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 parents to participate in school-related meetings and training sessions. *(List actions)*
4. May train parents to enhance the involvement of other parents. *(List actions)*
5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation. *(List actions)*
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, schools, as 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.

(List actions)

- Interpreters at IEP meetings and 504 meetings
- Admin/Dean to make sure that proper and understandable language is use with parents during meetings.

PART IV-ADOPTION

This **Grace Warner** Parent and Family Engagement Policy was developed/revised jointly and agreed upon with parents of children participating in a Title I school, as evidenced by an attendance document.

The Parent and Family Engagement Policy was developed/revised by **Grace Warner** on 10/20/21 and will be in effect for the period of the 2021-2022 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 11/01/2021.

Signature of Title I Authorized Representative

Date

