

# **FAMILY ENGAGEMENT PLAN**

## **E.L. Ross Elementary School**

### **Components:**

- A. The Family Engagement Plan is developed with parental input and is distributed to parents.**
- Hold annual meeting to inform parents, students and community of the school's participation in Title I and to explain the parent involvement policies and activities.
  - Schedule grade level meetings at which the Family Engagement Plan can be discussed and suggestions can be made for changes.
  - Schedule Parent Advisory Board meetings during the school year to inform, discuss and make suggestions for plans and changes in the School Improvement Plan, Family Engagement Plan and other school related items.
- B. Meetings are held at different times of the day so that more parents and teachers can attend- mornings, evenings, etc .**
- Schedule PTO meetings at morning, mid-day and as well as after school hours.
  - Schedule meetings at other locations
  - Schedule parent conferences and parent meetings in the evenings to allow more parent input
  - Schedule family involvement events at various times of the day and on various days to accommodate parent schedules
- C. Parents are involved in the planning, reviewing and improving of parent involvement programs and school parental involvement policy.**
- Survey all the parents for suggestions about improving the parent involvement policies.
  - Invite parents to participate on the Parent Advisory Board and PTO Board
  - Develop teams of parents that review & make suggestions for maintaining the School wide Title I Program Plan (TSIP)
- D. Parents are given timely information.**
- Use the school website for up to date information.
  - Send regular newsletters home to parents concerning the school

- Use social networking, teacher blogs, and texting to relay information to parents
- Send Connect –Ed messages home, as needed, concerning upcoming events and other school related information

**E. School curriculum, forms of assessment (what is measured, how to understand the results, and student proficiency levels) are explained to parents.**

- Schedule grade level meetings and parent conferences to discuss and explain the state standards, the forms of assessment and the results of these assessments
- Send parents a mid-nine weeks progress report
- Send home nine weeks report cards
- TCAP results are sent home each year
- Communicate academic progress to parents on a regular basis for students in Tier II or Tier III programs

**F. Meetings requested by parents are scheduled to allow parental suggestions to be part of the educational decision making about their child. Responses to the suggestions are given as soon as possible.**

- Hold parent meetings as requested to discuss the child’s progress and to decide about the best plan for improvement
- Hold Support Team (S team) meetings as needed

**G. The school-parent compact is discussed. This document outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards**

- Discuss the components of the compact with students and parents during registration or Parent Night
- Distribute a copy of the compact to families and/or make it available on school website

**H. The importance of communication between teachers and parents is addressed: (EXAMPLES: parent teacher conferences to address student progress reports at least once a year for elementary schools, frequent child progress reports for parents, access to staff, opportunities to volunteer and participate in their child’s school, and observation of classroom activities.**

- Hold parent/teacher conferences annually and as requested by the parent or teacher to address student progress.
- Send home mid-nine weeks progress reports and report cards

- Provide access to staff through phone calls, emails, virtual meetings and/or opportunities for conferencing during staff planning times
- Provide opportunities for parents to volunteer
- Provide school planners to allow daily communication between the parent and teacher
- Provide a newsletter or school website informing parents of standards being taught & any information regarding events, etc.

**I. The school will build capacity for parent involvement-help parents understand topics such as the state’s academic content standards, state student academic achievement standards, state and local assessments, the requirements of parent involvement, how to monitor a child’s progress and work with educators to improve the achievement of their children.**

- Send home “Understanding Your Student’s Individual Profile Report”
- Send home screening test results in math and reading to identify and explain why students need intervention
- Address those reports at Parent Night, Open House, conferences or PTO meetings
- Schedule parent meetings to discuss standards and assessments (state and local)
- Explain the requirements of parent involvement at parent meetings
- Explain how to monitor the child’s progress at parent meetings or conferences
- Make parents aware that the E.L. Ross Family Engagement Plan Parent is on the school’s website

**J. The school will provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and technology.**

- Plan parent meetings that address literacy and technology and other subject areas
- Inform parents of educational computer programs and websites available for their child to use at home
- Provide materials for parents to work with their child
- Hold parent/ child events that teach parents how to work with their child ( i.e. STEAM Night, Technology Night, Literacy Night, ESL Night, Health Night, Art Night)
- Develop and maintain a Parenting Skills Library on various parenting issues available for checkout
- Send home parenting newsletters throughout the year
- Parenting brochures on various topics are available

**K. The school staff will educate teachers, pupil services personnel, principals, and other staff (with the assistance of parents) in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, build ties between parents and school.**

- Train staff on the use of parent volunteers and parent involvement

- Hold Parent Advisory Board meetings as a means of parental input
  - Give staff a copy of Parent Volunteer Manual
  - Provide opportunities for parents to work with their child on assigned projects at home
- L. Parental involvement strategies are coordinated and integrated with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, State-run preschool programs, transition programs between Grade K and higher levels of school and into college or work, and Title III language instructional programs.**
- Develop programs for transition from 2<sup>nd</sup> grade to 3<sup>rd</sup> grade (Student walk through and “Open House ” night for rising third grade parents
  - Involve fifth grade students in transition to middle school
  - Give rising middle school families literature to ease transition
- M. Information about school and parent programs, meetings, and other activities is sent to parents in a format and to the extent possible, in a language the parents can understand.**
- Translate materials into other languages
- N. The school will provide other reasonable support for parent involvement activities as parents may request**
- Funds may be used to provide childcare for parent activities if possible
  - Respond to suggestions in a timely manner during Leadership or Parent Advisory Board meetings
  - Discuss and make changes to parental involvement activities as needed
  - Survey parent opinions and suggestions about parent involvement ( Needs Assessment Survey)
- O. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent possible, in a language such parents understand.**
- Remove barriers for parents of students who are limited English proficient, have disabilities, or are migrant or homeless
  - Provide translators when needed
  - Provide a liason to assist with meeting the needs of homeless, migrant families, and/or parents with disabilities.
  - Hold ESL Night to give information to families on how to help their child achieve and succeed in school

**Title 1 does not discriminate on the basis of race, color, national origin, sex, handicap or age.**

Revised 9/8/20

**\*\*\*\*\* DUE TO COVID RESTRICTIONS PROHIBITING IN PERSON GATHERINGS, REQUIRED MEETINGS/ CONFERENCES/ EVENTS MAY BE HELD VIRTUALLY**