



# Title I School Parent and Family Engagement Policy Grove Park Elementary School

## I. Parent and Family Engagement Policy

A. List names and roles (teachers, administrators, parents, etc) of persons involved in developing Parent and Family Engagement Policy.

### School Leadership Team:

Name	Role/Representation
Ashley Frediani	K Teacher
Shasa RayRasheed	1st Grade Teacher
Rachael Harder	2nd Grade Teacher
Alicia Mebane	3rd Grade Teacher
Kristen Puckett	4th Grade Teacher
Shonda Gill	5th Grade Teacher
Devlin Adams	Media Coordinator
Terry Brown	I/A
Amber Doby	Social Worker
Jennifer Barnhardt	Guidance Counselor
Amber Ray	Interventionist
Suzanne Hunt	PBIS Coach/Interventionist
Debbie Baird	Literacy Coach
Vacant	Parent Representative and PTO Liaison
Leslie Ray	Assistant Principal
Traci Horton	Principal

B. Briefly describe the process your school used to: select participants to develop the policy (school improvement team, parent/family committee), develop policy (1-2 pages max) (policy should reflect Components II through XII taken from Parental Engagement Section 1116 of The Every Student Succeeds Act (ESSA), implement policy.

*Our school leadership team was voted on by staff members. Parent representatives were solicited by administration. As a school leadership team, we reviewed our school leadership plan and aligned our goals with the Parent and Family Engagement Policy. We solicited feedback from members of our Parent Teacher Association. We will share the policy with all parents via our website and Class Dojo. A printed copy will be available for review in the main office.*

## II. Annual Information Meeting

Describe your plan to conduct an annual meeting to inform parents of their school's participation in Title I Part A. Include strategies to inform English Learner parents.

*Our Annual Information meeting occurred virtually via Class Dojo in October. During this event, parents received information about Title I and then were provided resources to assist with virtual learning. A narrated PowerPoint of the presentation is on our school website. Our School Translator presented this information in Spanish for our ELL parents.*

### III. Flexible Meeting Times

Describe your strategies to offer flexible times for parental and family engagement opportunities and meetings.

*In order to address the various scheduling needs of our parents, we provide events before, after and during the school day. For parent conferences, we work with parents' schedules and find various means to conference whether it is by phone, virtually or through written correspondence. We use our parent survey responses to alter our schedules to address the consensus of best times to meet. We post information weekly using one or more of the following: school website, Class Dojo, and Connect-ed email newsletters to communicate with all parents.*

### IV. Title I Planning

What timeline and strategies will you use to involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Part A Program?

*We will share information regarding planning, reviewing and improvement of our Title I program through constant and consistent communication, through our student parent handbook and parent surveys. Surveys will be sent out multiple times per year. In addition, at the start of the school, we provide parents with a calendar that includes events for the entire school year. This allows parents to plan for events. We share both Title I and SIP updates via our school newsletter and information is also posted on our school website.*

### V. Parent Information and Opportunities

A. Describe how you will provide parents and families with the following:

**1. Timely information about Title I Programs:**

*At the start of the school year, we present information at the Open House/Meet the Teacher events regarding our school Title I plan. Weekly we use Class Dojo, school website, connect-ed phone/email or send home printed information to provide parents with timely information about our Title I program. Additionally, we provide updates to parents regarding Title I and SIP at PTO meetings.*

**2. School performance profiles:**

*In the fall, parents receive information regarding the NC School Report Card.*

**3. Assessment results of their child's performance:**

- *We provide parents and students with reports of their child's progress on state benchmark assessments at the beginning, middle, and end of the year.*
- *In the fall prior to November, teachers host a parent teacher conference to allow parents and teachers to review current student progress.*
- *At the start of the year in grade 3, parents were given information on BOG testing and were provided information about the RTA process.*
- *In grades K-5, if a student is performing below grade level and/or demonstrates the need for Tier 2 or 3 interventions, the child's parent will be contacted and will meet frequently with the teacher and/or the MTSS team to determine interventions and track student progress. Parents receive a goal and performance report at these meetings.*
- *Our ESL parents receive ACCESS scores in the spring of each school year in which they qualify.*
- *All grade 3 students take the COGAT test and results are shared at the close of the testing window. If a child meets the district criteria for AIG, parents will be contacted by the school and will meet with the AIG team.*
- *We are in the process of moving towards standards based grading school with a plan for full implementation in place.*

- *Parents have 24/7 access to students task and performance levels on standards through PowerSchool.*
  - *All teachers also use online program Class Dojo to share with parents samples of student work and classroom happenings.*
- 4. A description and explanation of the curriculum, assessment forms, and proficiency levels and state standards. Include strategies to inform parents with language barriers and/or disabilities.**
- *During grade level curriculum nights and/or parent conferences, parents/guardians receive information on the NC Standard Course of Study. Teachers share the current grade level, state and individual proficiency levels.*
  - *Teachers use various means such as Class Dojo to communicate with parents. This varies from providing samples of student work, providing rubrics and demonstration videos to assist parents in helping their child. Each grade level provides parents with a newsletter. Some grade levels use a weekly calendar while others share information daily or monthly. Newsletters are posted on Class Dojo in addition to paper copies being sent home.*
  - *We meet (virtually or by phone) with parents at least annually to discuss student progress and devise goals for our students who are ELL and/or have disabilities. Parents and teachers have ongoing communication.*
  - *Our translator attends student meetings and conferences with our non-English speaking parents. They translate both verbal and written information. Our translator translates all EC and 504 paperwork. They also attend the IEP meetings and translate.*
  - *Our specialty teachers (EC, AG, and ESL) communicate with parents.*
  - *Our school social worker serves as a support and liaison for our parents who need assistance.*
  - *Some teachers also assist parents by modeling how to complete tasks and posting them, posting pictures of Standard Charts and providing helper sheets on standards.*
  - *Our school psychologist meets individually with parents to review evaluation results during IEP team meetings. This allows parents to ask questions and have a sound understanding of the results.*
- 5. Opportunities for regular meetings to participate in decision-making.**
- Our parents are encouraged to participate in our school's PTO meetings in which we solicit parent input for decision-making. We have 1 parent representative that serves as a liaison between our parents and school leadership team in which they are members. Currently we have two parents who serve as representatives on the district VOICE parent organization. If a child is served under EC, Tier 2 or 3 in any area, their parents are invited to participate in determining goals.*
- 6. Timely responses to suggestions and questions raised by parents.**
- It is our school policy to respond to parent suggestions, questions, and/or concerns within a 24-hour period. This communication may occur via face-to-face, by phone, email or Class Dojo message.*
- 7. Reasonable access to staff, opportunities to volunteer and participate in Child's class.**
- Our teachers provide various opportunities for parents to both volunteer or participate in their child's classroom. We strongly encourage community involvement in the school especially by parents. Parents are welcome to our school to communicate with school staff, serve as volunteers in the instructional program, or conduct other legitimate business.*

**Teacher Conferences:** All parents will be asked to attend a conference after the first nine weeks to meet with their child/children's teacher(s) to discuss student progress. The conference may be done virtually. The purpose of all report card conferences is to strengthen the home/school connection and share information pertinent to student progress. It is imperative that parents make every effort to attend these conferences as scheduled. Additionally, conferences between parents and teachers are strongly encouraged by the school administration. Parents may request a conference at any time during the school year. Teachers may ask parents to attend a conference beyond the mandatory scheduled conference(s). Please notify your child's teacher by phone, letter, or email to set up a date and time to meet.

**Parent Observations in the Classroom:** Parents must preschedule any classroom observation by contacting the teacher prior to visiting the classroom. To schedule a visit, please call or Dojo the teacher for a time. We ask that the observation be limited to no more than 30 minutes. Any concerns from the observation are to be addressed to the teacher and/or the principal by making an appointment for a later meeting. This will prevent any interruptions of the remaining instructional day for both the teacher and children. **PLEASE NOTE: PARENT/GUARDIAN VISITS ARE NOT ALLOWED DURING COVID RESTRICTIONS**

**Check In Procedures and ABSS Volunteer Requirements:** (After Covid restrictions are lifted)

Parents and visitors are welcome at Grove Park Elementary and we ask they follow school procedures for visitors:

- Parents and visitors must state the reason for their visit at the front door before being admitted into the building and must sign in at the front office using their legal identification card or driver's license.
- Upon arriving at school, report immediately to the office, sign in, and obtain a badge.
- The main office will then call into the classroom confirming the scheduled visit. The parent will then be escorted to the classroom for the observation.
- Once the observation is complete, the parent will return to the main office, check out and leave the building. Visitors must sign-out in the front office prior to leaving campus.
- For safety purposes, we ask that parents only visit the scheduled classroom, not other rooms or areas in the building. Visitors may only be in the areas of the school designated on their visitor's badge.
- We strongly encourage parents and families to volunteer. When a volunteer activity involves direct contact with students under limited supervision by school staff or a volunteer activity involves unsupervised contact with student(s) on or off campus, those volunteers will need to complete an ABSS Volunteer Request for Criminal Background Check online.

## **VI. School-Family Compact**

Discuss timeframe and strategies to present and explain compact to parents as it relates to the child's achievement. Include strategies to inform parents with language barriers and/or disabilities.

Parents receive the GPE School Family Compact in the fall each school year. The compact is provided to parents in both English and Spanish. We encourage parents to contact the school if they have any questions or concerns. The parent, student and teacher need to sign this document. This document may be sent for a digital signature.

## **VII. Building Parent and Family Engagement Capacity**

- A. Briefly discuss how you will address the following:

- 1. Provide assistance to parents on how to understand performance standards, assessment, Title I, monitoring their child's progress, and participating in decisions relating to the education of their child.**

*We will assist parents in understanding performance standards, assessments, Title I, student progress and decisions relating to the education of their child through clear and consistent communication. Our teachers communicate with parents on a daily basis using Class Dojo and written notes. In addition, we offer curriculum events and resources to parents to support them with understanding the content and assessments.*

- 2. Provide materials and training to help parents work with their children (literacy training, computer skills, homework assistance/workshops, family literacy nights, adult EL, GED etc.)**

*Each grade level hosts a curriculum event for parents and students. We have parent conferences in the fall and then on an as needed basis. Our school social worker provides various community resources designed to support parents. We encourage parents to participate in the Village Project at Elon University (if available).*

- 3. Educate teachers and other staff to work with parents.**

*We provided Social Emotional Professional Development Training for the entire staff. Our administration and student services team collaborate, model and coach teachers on strategies to use when working with a parent. Our Teacher Mentors also provide support to new, certified staff members. Our lead mentor provides a professional development every 6 weeks.*

- 4. Coordinate and integrate parental involvement programs/activities.**

*We will align events to our School Improvement Plan. Our Parent Involvement committee plans and facilitates school wide activities designed for students. These events are designed to engage and involve parents.*

- 5. Develop appropriate roles for community-based organizations and businesses.**

*Currently, we are in partnership with the Grove Park Baptist Church, St. Pauls Methodist Church, Shiloh Presbyterian Church and West Burlington Church of God. They provide assistance in various areas including donations and volunteering. In addition, we have various local businesses who support our school in various capacities including but not limited to Ametek Corporation, Office Depot, Crazy Mexico, Food Lion, CiCi's Pizza and Texas Roadhouse.*

- 6. Conduct other activities as appropriate and feasible that are designed to help parents become full partners in the education of their child.**

*Our focus is building relationships with parents and not only involve them, but also engage them in our school community. We want our parents to feel welcomed and respected. We are partners in providing support and guidance for their child to be successful.*

- 7. Ensure that information related to parent involvement is sent home in the language used in the home.**

*We currently provide information in English and Spanish. Our school translator provides support to our non-English speaking families in various capacities.*

## **VIII. English Learners and Disabled Parents and Families**

Provide full opportunities for the participation of English Learner parents or with disabilities.

- A. Provide full opportunities for the participation of English Learner parents or with disabilities**

*Our building is handicap accessible and we welcome and work to support all families. We have a full time translator who translates all school-wide parent communication into Spanish and assists with any language or communication issues. We also have a full time social worker who works in conjunction with the translator to assist parents who may need additional assistance or resources.*

*We have access to a Sign Language Interpreter through central office when needed for our hearing impaired parents.*

**IX. Parent/Family Requests**

**A.** Describe how you will provide reasonable support for activities requested by parents and families.

*If a parent makes a request for an activity, we make every effort to consider the request and discuss the logistics and supports needed with the appropriate committee whether it be the PTO, School Leadership Team; PBIS; Crisis Team; Grade Level Chairs, Student Services team or another appropriate committee.*

**X. Annual Evaluation**

**A.** Discuss timeline and plan for involving parents and families in an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools.

*In the spring, we will provide parents with an opportunity to provide feedback via a survey on the content and effectiveness of our parent and family engagement policy.*

**XI. Other Parent and Family Engagement Practices**

**A.** Describe how your school addresses the following:

1. Arrange school meetings at a variety of times or conduct in-home conferences for those unable to attend in school activities
  - a) *Arrange school meetings at a variety of times or conduct phone, virtual or in-home conferences for those unable to attend in school activities.*
2. Adopt and implement model approaches to improving parent and family engagement
  - a) *Our Parent Teacher Organization does an outstanding job reaching out and involving diverse groups of parents within our school community by reaching out for sponsorships towards multiple events.*

*Traci Horton*