



Title I School Parent and Family Engagement Policy

Audrey Garrett Elementary School

I. Parent and Family Engagement Policy

A. Names and roles of people involved in developing our policies:

Name	Role/Representation
Rachel Joseph	K-1 Rep/Teacher
Kristi Allred	2-3 Rep/Teacher
Leah Duell	4-5 Rep/Teacher
Jennifer Dufort	ENCORE Rep/Teacher
Sheryl Schmidt	Teacher Assistant/Classified Rep
Brian Kurek	MTSS Coach/Interventionist
Christi Amick	Exceptional Children's Rep/Teacher
Christina Gross	Literacy Coach
Emily Marks	Media/Technology Coach
Megan Edwards	Parent Representative PTO Liaison
Dan Habla	Principal
Cynthia O'Neal	Assistant Principal
Ambraya Timmons	Student Services-Social Worker
Randy Sodano	Student Services-School Counselor
Maria Gordillo-Davis	Support Specialist Rep/ESL Teacher

B. Briefly describe the process your school used to:

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

Our Annual Information meeting occurred during our Open House (Meet the Teacher Night) night in August. During these events, parents received information from their child's teacher about Title I and then were encouraged to stop by the media center for more information. A PowerPoint of the presentation is on our school website. Our School Translator presented this information in Spanish to our EL parents.

III. Flexible meeting times

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 parent schedules and find various means to conference whether it is by phone, home visit 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 on the school website and class dojo to communicate all information.

IV. Title I Part A Planning

We will share information regarding planning, review and improvement of our Title I program through constant and consistent communication, through our student parent handbook and parent surveys. 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 offered parent informational sessions on Standards Based Grading. We share both Title I and SIP updates at monthly PTO meetings and quarterly during Gator Gatherings.

V. Parent Information and Opportunities

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

1. Timely information about Title I Part A 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. We use classroom dojo, school website, connect-ed phone and email and 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 and 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 beginning, middle and end of year. For the Fall - from November thru December and March, teachers will host a parent teacher conference to allow parents and teachers to review current student progress. For the 2021-2022 school year, the state mClass report for reading in grades K-3 is only sent to parents at MOY and EOY. In grade 3, parents attend an information meeting to receive BOG test results and to learn 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, the parent will be contacted by the school and will meet with the AIG team. We are in our third school year as a standard based grading school. Parents have 24/7 access to students' tasks and performance levels on standards through PowerSchool. Several teachers also use the online program Dojo and Seesaw 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 (virtually). They translate both verbal and written information. Our translator translates all EC and 504 paperwork. They also attend the IEP meetings (virtually) 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 attend open PTO meetings in which we solicit parent input for decision-making. We have a parent representative who serves as a liaison between our parents and the school leadership team in which she is a member. 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, parents are involved 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.

PARENTS 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 Garrett 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

Parents receive the AGE 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.)**

When COVID restrictions are eased, each grade level hosts a curriculum event for parents and students. We have parent conferences in the fall and in the spring. This spring we will host student-led conferences. Our School Social worker provides various community resources designed to support parents. We encourage parents to participate in the Village project at Elon University.

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 our new to Garrett Staff. Our lead Mentor provides professional development every 6 weeks.

4. Coordinate and integrate parental involvement programs/activities

We will align events to our School Improvement Plan. The A+ Climate and Culture committee plans and facilitates school wide activities designed for students. These events are designed to engage and involve parents. Our largest event is our Multicultural week. This event provides students and parents with the opportunity to learn about different counties.

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

Currently, we are in partnership with the Crosslink Church. They provide assistance in various areas including a volunteer program called the Gator-Aides! In addition, we have various local businesses who support our school in various capacities including but not limited to the Mebane Business Association, Harvest Foodbank, local Faith based organizations, Lowes, Food lion and Cone Health. While under COVID restrictions, these community-based partnerships have served in a very limited capacity. Their roles will increase when restrictions are reduced or lifted.

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 involving them, but also engaging 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 translators provide support to our non-English speaking families in various capacities.

VIII. English Learners and Disabled Parents and Families

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 parent

IX. Parent/Family Requests

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

If a parent makes a request for an activity, we will discuss the support needed with the appropriate committee whether it be the PTO, School Leadership Team, A+ School climate and culture committee; PBIS; Crisis Team; Grade Level Chairs or Student Services team.

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 engagement policy.

XI. Other Parent and Family Engagement Practices (School may include the following).

Only describe the ones you choose to implement

A. Describe how your school addresses the following, **only** if practices are part of your

- Arrange school meetings at a variety of times or conduct in-home conferences for those unable to attend in school activities.
- Our Parent Teacher Organization does an outstanding job reaching out and involving diverse groups of parents within our school community.
- Each year we host a multicultural event in which we incorporate global studies and art integration for our entire school. We invite parents to be a part of the experience.