

Stevenson & Carson Elementary Schools

Parent & Family Engagement Plan

In accordance with Every Child Succeeds Act (ESSA)

Stevenson Elementary School is dedicated to involving parents in all aspects of their child's education. Parents, staff, and the building administrator have developed this Parent Involvement Plan in accordance with NCLB Section 1118 activities which are accomplished at Stevenson Elementary School in the ways listed in each section.

ESSA Section	Ways in Which Stevenson Elementary Staff Accomplish these Activities
<p>1. Convene an annual meeting, at a convenient time, to which all parents of participating children must be invited and encouraged to attend to inform parents of their school's participation in Title I, Part A, the requirements of the program, and the right of the parents to be involved.</p>	<p>An annual meeting is held which includes information for parents on:</p> <ul style="list-style-type: none"> • <i>Hold an annual school-wide Title I Meeting at the beginning of the school year that all parents are invited to attend.</i> • <i>The purpose of the meeting will be to share the School-Wide Title I Plan, review the School Parent Involvement Policy, and to explain our Title I program and how parents can be involved to help their child be successful.</i> • <i>Parents will be notified of the meeting at the beginning of the school year, through the Bullpup Nips and Cougar newsletters, through posters on front door, and by instant alert informing them of time to come for the Open House & Title I meeting. Flexible meeting times will be offered.</i>
<p>2. Offer a flexible number of meetings, such as in the morning or in the evening. Funds may be used to provide transportation, childcare, or home visits, as the services relate to parent involvement.</p>	<p>Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:</p> <ul style="list-style-type: none"> • <i>Flexible meeting times will be offered</i> • <i>Curriculum Nights (childcare provided)</i> • <i>Parent Workshops (childcare provided)</i> • <i>Parent Teacher Conferences</i> • <i>Flexible IEP times</i> • <i>Family Evening Events</i> • <i>Annual Title I Meeting</i>

<p>3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under the Title I, Part A Program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;</p>	<p>Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> • <i>Reviewing the Parent Involvement Policy at the Annual Title I Meeting</i> • <i>Posting the Parent Involvement Policy for parents to review during fall conferences in a visible location.</i> • <i>Placing a suggestion box located under the visible plan for parents to make suggestions during fall conferences and family events for continued communication between parents and school all year. Suggestions and comments will be reviewed at Round Table meetings and acted upon as appropriate.</i> • <i>Reviewing and discussing Parent Compacts at fall conferences</i> • <i>Conducting a Parent Survey at fall conferences for all parents</i> • <i>Reviewing and revising the Parent & Family Engagement Plan to incorporate suggestions based on the Parent Survey results</i> • <i>Holding a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program, parent involvement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent school compact and parent involvement policy.</i> • <i>Expanding all avenues of communication with parents (school newsletter, classroom newsletters and websites, District publications and website) to increase parent and family engagement in the School-Title I program.</i>
<p>4. Provide parents of participating children:</p> <p>A. Timely information about Title I, Part A programs.</p> <p>B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to</p>	<p>Parents are provided information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> • <i>Hold an annual school-wide Title I Meeting at the beginning of the school year</i> • <i>Curriculum Night (childcare provided)</i> • <i>Parent/Teacher conferences (fall/spring/with additional conferences upon parent request)</i> • <i>School/Classroom/District Newsletters</i> • <i>Progress Reports and Report Cards</i> • <i>District Web Site - Policy and Compact available on website</i>

<p>measure student progress, and the achievement levels of the challenging State academic standards:</p> <p>C. 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 to respond to any such suggestions as soon as practicably possibly.</p>	<ul style="list-style-type: none"> • Telephone Calls/E-mail correspondence • Family Handbook <p>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> • Hold an annual school-wide Title I Meeting at the beginning of the school year • Curriculum Night (childcare provided) • Parent/Teacher conferences (fall/spring/with additional conferences upon parent request) • School/Classroom/District Newsletters • Progress Reports and Report Cards • District Web Site - Policy and Compact available on website • Telephone Calls/E-mail correspondence • Family Handbook • Send home progress monitoring graphs for students • Curriculum booklets/packets at Open House and/or fall conferences
<p>5. If the schoolwide plan is unsatisfactory to the parents of participating children, submit parent comments when the school makes the plan available to the LEA.</p>	<p>If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments throughout the year by:</p> <ul style="list-style-type: none"> • Parent Suggestion Box located in a visible location where parents can provide suggestions for improvement and comments regarding the School-Wide Title I program • Include School-Wide Title I as an agenda item at monthly data meetings (MDM). Go through Parent Suggestion Box at MDM meetings to discuss both suggestions/positive notes. Utilize parent feedback to revise and update our School-Wide Title I program to meet the needs of all parents and students. Share suggestions and comments with all stakeholders and act on suggestions as appropriate. • Conduct a Parent Survey at fall conferences for all parents • Hold a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program, parent involvement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to

	<p>revise the Parent & Family Engagement Plan when appropriate.</p> <ul style="list-style-type: none"> • Parent/Teacher conferences (fall/spring/additional conferences upon parent request) • Telephone Calls/E-mail correspondence between parents, teachers and principal
<p>6. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT</p> <p>The School-Parent Compact must:</p> <ol style="list-style-type: none"> 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and 2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: <ol style="list-style-type: none"> A. Parent-teacher conference in elementary schools, at least annually, during which the compact must be discussed as it relates to the individual child's achievement. 	<p>The Parent/School Compact:</p> <p><i>The Parent/Teacher/Student compact is developed with the staff and parents. It is reviewed annually. Revisions are made based on the fall conference Parent Survey results and additional suggestions provided by parents.</i></p> <p><i>The Parent/School Compact will be reviewed and discussed with parents annually at fall parent-teacher conferences. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.</i></p> <p>Student progress is reported to parents in several different ways at a variety of time throughout the school year including:</p> <ul style="list-style-type: none"> • Report Cards (November, January, March, June) • Progress reports available on an as-needed basis • Parent Teacher Conferences (fall, spring, additional conferences available upon request) • Inform parents of benchmark assessment and progress monitoring scores on an as-needed basis <p>School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:</p> <ul style="list-style-type: none"> • Email • School phone extensions • Home-School folders • Conferences • Progress reports

<p>B. Frequent reports to parents on their children's progress.</p> <p>C. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;</p> <p>Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.</p>	<p>School staff, including our new Family and Community Engagement Coordinator, ensure parents have many opportunities to volunteer and participate in their child's education:</p> <ul style="list-style-type: none"> • <i>Classroom Volunteers</i> • <i>Chaperones for field trips</i> • <i>Family Evening event volunteers</i> • <i>Round Table Participants</i> • <i>Classroom observations as requested by parents</i>
<p>7. Building PFE Capacity for Parents and Staff - The school is required to:</p> <ol style="list-style-type: none"> 1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators. 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). 3. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their 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 	<p>School staff annually shares the State's content expectations with parents, the state's annual assessment with parents, and how to monitor their child's progress.</p> <ul style="list-style-type: none"> • <i>Parent/Teacher Conferences (fall, spring, with additional conferences available upon request)</i> • <i>Parent copy of Grade Level Academic Standards provided on school website, at Open House and/or at conferences</i> • <i>Local assessment information: Northwest Evaluation Association (NWEA) Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and district common assessments. Student academic data is shared with parents at conferences.</i> • <i>Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents as appropriate.</i> • <i>Classroom teachers and Title I staff are available at conferences to provide information and answer questions about assessments</i> • <i>Curriculum Night: Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential.</i> • <i>Carson Elementary School families receive state Smarter Balance Assessment (SBA) results each fall.</i>

as parent resource centers, that encourage and support parent engagement.

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.

Provide reasonable support for parent and family engagement activities that parents and families may request.

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:

- *Curriculum Nights (childcare will be provided)*
- *School/Classroom/District newsletters*
- *District publications*
- *District Website - provides parents with materials and resources to help their child achieve success*
- *Carson Elementary provides student planners as a two-way communication system; school updates/parent feedback and signatures occur daily*

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

- *Staff will attend workshops and implement new ideas for effective parent communication.*
- *When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.*

Coordination with other programs for parent involvement includes:

- *Welcome Back Night*
- *Curriculum Night*
- *Kindergarten Registration with kindergarten activities to educate preschool parents and community stakeholders on Kindergarten expectations*
- *Parent Volunteers*
- *Family Fun Nights - academic and enrichment*
- *Learn and Play*

Information is shared with parents in a language and format they can understand. Examples include:

- *School/Classroom/District Newsletters written in a language parents can understand*
- *English Language Learner (ELL) interpreter, as needed, for all parent contacts*
- *Information provided on district website and/or classroom websites*

	<ul style="list-style-type: none">• <i>Website translates communications electronically</i>• <i>Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement</i> <p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none">• <i>Flexible meeting times</i>• <i>Handicapped Accessible Facilities</i>• <i>Phone Conferences, English Language Learner (ELL) interpreter, as needed.</i>• <i>School/Classroom/District Newsletters written in a language parents can understand</i>• <i>Collaboration with community agencies</i>• <i>Accommodations for all parents are made as needed including parents with limited English proficiency, parents with disabilities, and parents of migratory children</i>
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