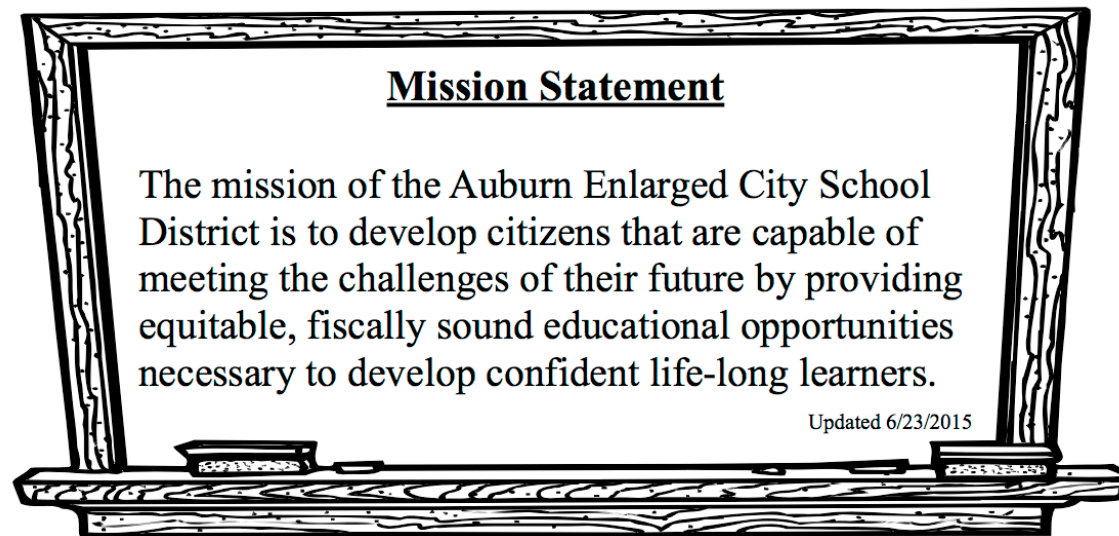


**AUBURN ENLARGED CITY SCHOOL DISTRICT
FAMILY & COMMUNITY ENGAGEMENT PLAN
2015-2020**

Auburn Enlarged City School District Parent Engagement Mission Statement:

Auburn families, staff, and community commit to a collaborative partnership to ensure the growth and the academic, personal, and social success of our children.



RATIONALE for PARENT & FAMILY PARTNERSHIPS:

Parent and Family Engagement Research

Learning does not begin and stop at the school doors. A parent that understands the value of supporting the education process will support what educators do within the walls of the school. “There is a well-established body of research that supports the assertion that parents can influence students learning and educational success” (Bracke and Corts, 2012). For educational communities, student academic success largely depends on the readiness of the student to learn, and the parents are a part of this readiness.

In the city of Auburn, students that come from homes with a less engaged parent(s) tend to struggle academically. Typically these students come from families that have lower incomes as compared to their more affluent counterparts. The day-to-day struggle may come in several forms; economic hardship forcing both parents into working long hours is typical. These are actions parents take to make sure their children have basic needs met but they also become barriers to school engagement. According to Lopez and Weiss, “the stresses of poverty and long and unpredictable work hours also make it hard for many families to actively participate in their children’s learning and development” (2015).

In order to move forward as a district and community, it will be critical that teachers and administrators help parents find ways around the barriers to engagement. It is also important we develop the partnerships with families that will lead to higher levels of school engagement.

Bracke, D., & Corts, D. (2012). Parental Involvement and the Theory of Planned Behavior. *Education*, 133(1), 188-201. Lopez, M. E. & Weiss, H. B., (2015). Engage Families for Anywhere, Anytime Learning. *Phi Delta Kappan*, 96(7),

National Standards for Parent & Family Involvement

Standard I: Communicating - *Communication between home and school is regular, two-way, and meaningful.*

Standard II: Parenting - *Parenting skills are promoted and supported.*

Standard III: Student Learning - *Parents play an integral role in assisting student learning.*

Standard IV: Volunteering - *Parents are welcome in the school, and their support and assistance are sought.*

Standard V: School Decision Making and Advocacy - *Parents are full partners in the decisions that affect children and families.*

Standard VI: Collaborating with Community - *Community resources are used to strengthen schools, families, and student learning.*

AECSD Prioritized Quality Indicators of Successful Programs

Standard 1-Communication	GOAL	SUGGESTED ACTIVITIES
Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.	<i>Communication between home and school is regular, two-way, and meaningful.</i>	Frequent contact via: Classroom Newsletter Email Schooltool Notes/letters Phone calls “Remind”- text messages Teacher Contact Log Form (First Class) Constant Contact /Class DoJo (web based tools)
Mail report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.		Mail progress reports home to provide timely updates Linked to School Messenger - Send a message to parents when mailing reports. Notify of a drop in grade not just failing
Promote informal activities at which parents, staff, and community members can interact.		Food Programs <ul style="list-style-type: none"> - “Fill a Belly” 2 times per year (feeding needy families in school) - “Back Pack” programs- Send food home on weekends Community Connections <ul style="list-style-type: none"> - <u>Community Café</u> 3-4 times per year, provide a meal, design an open meeting and welcome all, conversions/talk about various topics. - Parent Empowerment seminars. (Provide transportation, childcare, a meal, or door prizes.) - Come and learn with your student (i.e. math night,

		<p>technology night) -Home visits</p> <p>Parallel event for parents and kids (Different activities for each group i.e. parent guest speaker while kids at dance.)</p> <p>Informational stations in the gym such as local food pantries, used clothing centers, housing, doctor/medical/insurance information.</p> <p>Cayuga County activities</p> <p>Parent/family member invited in as guest “teacher”.</p>
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Standard 2: Parenting	GOAL	SUGGESTED ACTIVITIES
<p>Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.</p>	<p><i>Parenting skills are promoted and supported.</i></p>	<p>Interactive homework- For example- interview home/family member.</p> <p>School Engagement Activities</p> <ul style="list-style-type: none"> - Promote conversation with families' to foster content connections - Parent resource room or shelf in the local library or at Walmart
<p>Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services.</p>		<p>Literacy/math activity night in schools once per month to provide games and resources to help parents.</p>
<p>Encourage staff members to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.</p>		<p>Ask parents to complete a questionnaire about their son/daughter before school starts to learn about student and family.</p> <p>Send emails/notes home – “check ins”</p> <p>Contract between parents/students/teachers to set goals.</p> <p>Open Library Nights</p> <ul style="list-style-type: none"> - School library allows parents to take out books to read to children. - Promote Book Boxes at each school. <p><i>Parent Empowerment</i> seminars or workshops.</p>

Standard 3: Student Learning	GOAL	SUGGESTED ACTIVITIES
<p>Inform parents of the expectations for students in each subject at each grade level.</p>	<p><i>Parents play an integral role in assisting student learning.</i></p>	<p>Open house to welcome families to schools</p> <p>Communicate expectations for assignments.</p> <p>Categorize and label work clearly in Schooltool.</p> <p>More specific feedback from elementary teachers to parents/families including how to support learning at home.</p> <p>Teachers' websites updated to include resources that can be accessed at home.</p> <p>Consider changing format of secondary parent conferences</p>
<p>Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.</p>		<p>Improve parent skills to offer academic help to students (Information sheets explaining to parents current skill or strategy being taught)</p> <p>Invite parents to be weekly classroom guests.</p> <p>Parents come in for "tutoring" from teacher.</p> <p>Provide online access to math textbooks</p>
<p>Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.</p>		<p>Teach parents to identify signs of students who are struggling.</p> <p>Do parents understand benchmark assessments?</p> <p>Send an email or call parent/family if student grades decline</p> <p>Build teacher/parent relationships by increasing communication and contact time</p>

Standard 4: Volunteering	GOAL	SUGGESTED ACTIVITIES
Ensure that office staff greetings, signage near the entrances, and any other interaction with parents create a climate in which parents feel valued and welcome.	<p><i>Parents are welcome in the school, and their support and assistance are sought.</i></p> <p>?</p>	<p>Bulletin boards and other signage in the school to welcome parents.</p> <p>Greeter at every school's front door</p>
Ensure that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.		<p>Secretaries greet/welcome parents as they enter the school.</p> <p>Approach parents as customers</p> <p>Parents' volunteer as greeters for special events</p> <p>Invite AHS honor society or other students to serve as greeters for events</p> <p>Provide parents with nametags and sign in sheets so they are welcomed quickly and easily to the school.</p>
Organize an easy, accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.		<p>Volunteer opportunities after hours or alternate events/methods (i.e. sending in needed items)</p> <p>Parent led clubs for kids afterschool sponsored by PTO</p>
Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources		<p>Develop a school wide database of parents and family members where they can volunteer to present something they are passionate about.</p>

Standard 5: School Decision-Making and Advocacy	GOAL	SUGGESTED ACTIVITIES
<p>Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.</p>	<p><i>Parents are full partners in the decisions that affect children and families.</i></p>	<p>Develop a flow chart (district and school level) with who to contact about specific concerns. (i.e. Homeschooling- Leela George, Transportation- Camille Johnson, etc.)</p> <p>Put this flow chart in the district calendar, publicize principal contact information</p> <p>Parent/family attendance at District Parent Council meetings (first Thursday of the month) and/or PTO/PTA if applicable</p> <p>Principal/teachers engage with PTO/PTA in decision making</p> <p>Parents/families participate in planning events at the schools</p> <p>Parents/families attend school board meetings and or policy subcommittee meetings</p>
<p>Treat parental concerns with respect and demonstrate genuine interest in developing solutions.</p>		<p>School principal/teachers actively seek parent input when making decisions. (ie Parent representatives on building committees)</p> <p>Provide parents with information on how to access the district policy manual on-line/Solicit parent input on district policies.</p> <p>Add an area for comments on district web site</p> <p>Parents/families invited for school improvement input and planning. (i.e. Title 1 and other school plans).</p> <p>Provide parents/families with ways/methods to report how things are going at home. (ie phone calls, emails.. weekly folder, agenda books)</p>

Standard 6: Collaborating with Community	GOAL	SUGGESTED ACTIVITIES
<p>Develop partnerships with local business and service groups to advance student learning and assist schools and families.</p>	<p><i>Community resources are used to strengthen schools, families, and student learning.</i></p>	<p>Monthly meetings with city, county, district and businesses to collaborate. (i.e. PTECH, City Planning, ABC (AECSD, BOCES, CCC collaboration meetings, PeB (Partners in Education and Business))</p> <p>Promote and distribute Cayuga Living Publications including summer opportunities. {Cayuga counseling, Food Bank, YMCA, APT, United Way, CCC, Libraries etc.)</p>
<p>Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.</p>		<p>Develop a database for field trips and guest speakers from the area. (AJHS/AHS Career Shadowing and Speaker Series)</p> <p>Identify student needs that exist and enlist support from the community in addressing those needs.</p> <p>Identify service gaps in the community and link them together.</p>