



## Family School Compact School Year 24-25

**Garfield**, scholars participating in the Title I, Part A program, and their families, agree that this compact outline how the family, the entire school staff and the scholar will share the responsibility for improved scholar academic achievement as well as describe how the school and families will build and develop a partnership that will help scholars achieve the state's high standards.

### School Goals

- Students routinely write in response to text, film, lecture, data, and other learning.
- Students complete quick-writes related to the learning targets.
- Students maintain regular learning logs allowing them to write about questions they still have about a topic or how they might restate a concept in their own words.
- After reading or listening in any class, students write summaries of text.
- Students write questions about the text during and after reading.
- Students are engaged in writing about their learning and thinking.
- Students explain in writing the process they used to solve a problem.
- Students explain information and or data used to analyze and solve a problem.
- Samples of student writing across disciplines can include lab reports, written descriptions of how to solve math problems (i.e. geometry proofs) analysis of political speeches, etc

[Parent teacher conferences are held three times per year. Teachers also meet with parents on Wednesdays.]

[Achievement updates are provided too families every 4-5 weeks.]

## Teachers, Families, Scholars – Together for Success

### The Classroom

[Parents are invited to observe in classrooms.]

[Teachers communicate instructional priorities and progress through Schoology and Classroom Dojo at least once per week.]

[Consistent two-way communication is done through Schoology, email and text. Paraprofessionals make phone calls home to all students' families who have less than 80% attendance each week.]

### At Home

- Monitoring attendance (virtual and in person)
- Consistently reviewing school website
- Creating a school work space at home
- Making sure that homework is completed.
- Promoting positive use of scholar's extracurricular time
- Staying informed about my scholar's education and communication with the school by promptly reading all notices from the school or the school district
- Participate in parent teacher conference
- mail and responding, as appropriate.]

### Scholars

Do homework every day and ask for help when needed.

Read at least 30 minutes every day outside of school time.

Attend and participate in virtual and in person instruction.

Take care of and be responsible for any technology needed to stay fully engaged in virtual instruction.

Give to parents or the adults responsible for scholar welfare all notices and information received from school every day.



## **School Parent and Family Engagement Policy School Year 2024-2025**

In support of strengthening student academic achievement, Garfield receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a parent and family engagement policy (written or posted on school website), agreed on by such parents and family members, that shall describe the means of carrying out the requirements of The Every Students Succeeds Act (ESSA) Section 1116. Parents and family members shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents and family members can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents, family members, and the school. The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parental and family engagement activities.

Garfield understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Garfield agrees to implement the following requirements as outlined by ESSA Section 1116:

### **A. ANNUAL TITLE I MEETING**

Garfield will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents and family members of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' and family members requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent and family compact.

Considering ongoing concerns due to the Coronavirus (COVID-19), during the 2021/2022 school year, each school in the Cleveland Metropolitan School District will make the health and well-being of participants, staff, partners, and other guests a top

priority. During the 24/25 school year, all meetings will be held in alignment with the Ohio Public Health Advisory System (OPHAS) as follows:

- Level 1 – Meetings can be held in person or remotely. Any meetings held in person will be done with strict adherence to health and safety guidelines (handwashing, hand sanitizing, wearing masks and following social distance guidelines of at least 6ft), to ensure to the extent possible prevention of the spread of the virus.
- Level 2, 3, and 4 – All meetings will be held remotely and recorded to post on the schools website for viewing at a convenient time for all families, and staff.

*Click the following link for a full explanation of OPHAS levels:*

*<https://coronavirus.ohio.gov/wps/portal/gov/covid-19/public-health-advisory-system/>*

*Title I meeting took place on September 19th, 2024*

## **B. FLEXIBLE NUMBER OF MEETINGS**

Garfield will offer a flexible number of engagement meetings in accordance with the OPHAS level as outlined in Part A at convenient times for parents and families, such as meetings in the morning or evening (for which the school may use Title I funds to provide transportation, child care or home visits, as such services relate to parent and family engagement (if the state's current OPHAS Level is 1).

*Garfield will continue to meet with our SPO. During the Title I meeting, families were surveyed if they wanted to be part of this meeting which will take place monthly via virtual meetings.*

## **C. JOINTLY DEVELOPED**

Garfield will take the following actions to engage parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.

- o Family Paint Night*
- o Curriculum Night*
- o Virtual Learning Workshops*

## **D. COMMUNICATION**

Garfield will provide parents and families of participating children timely information about programs under Title I, including:

- a) a description and explanation of the curriculum in use,
- b) forms of academic assessment used to measure student progress,
- c) achievement levels of the challenging State academic standards, and
- d) if requested by parents and families, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.

Information related to the school and parent and family engagement programs, meetings, and other activities, will be provided to the parents and families of enrolled children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents and families can understand.

- *Over 800 family email addresses have been collected and this is used for our bi-weekly newsletter*
- *Communication via Smores*
- *Para phone calls home each week*

#### **E. DISSENSION PROCESS**

Garfield will submit any comments/concerns to the CMSD Office of Family and Community Engagement if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents and family members.

*Any comments/concerns can be emailed to the Executive Director of Family and Community Engagement, Tracy Hill, at [tracy.hill@clevelandmetroschools.org](mailto:tracy.hill@clevelandmetroschools.org).*

#### **F. SCHOOL-PARENT COMPACT**

Garfield will take the following actions to jointly develop with parents and family members of enrolled children a school-parent and family compact that outlines how parents, families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

- *We'll review this document with our SPO and distribute via our family newsletter.*

#### **G. BUILD CAPACITY OF PARENTS**

Garfield will build the parent and family capacity for strong family engagement to ensure effective engagement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents and families to work with their children to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Provide assistance to parents and families of enrolled children, as appropriate, in understanding topics such as the following:
  - the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Title I, Part A,
  - how to monitor their child's progress, and
  - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents and families, in the value and utility of the contributions of parents and families, and in how to reach out to, communicate with, and work with parents and families as equal partners, implement and coordinate parent and family programs, and build ties between parents, families, and the school.
- Coordinate and integrate parental and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as family resource centers and materials that encourage and support parents and families to fully participate in the education of their children.

## **H. ACCESSIBILITY**

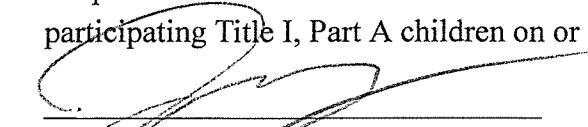
Garfield in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities, for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents/caregivers understand.

- *Newsletters are translated into Spanish*
- *Our Arabic paraprofessional supports families who need additional translation*
- *Documents are posted on our website and on Facebook*

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents and families of children participating in Title I, Part A programs.


*Document was reviewed with a parent in September:*

This policy was adopted by the Cleveland Metropolitan School District and will be in effect for the period of 24-25 SY. The school will distribute this policy to all parents and families of participating Title I, Part A children on or before Nov. 1<sup>st</sup> 2024.



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*(Signature of Principal)*



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*(Signature of Parent/Caregiver Leader)*

10/24/24