

APPENDIX II – 14



Magnet and Transition
Family Engagement 2017-18

Bonillas Elementary

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	11	7	18	40
# Attendees in family/community events	826	854	904	2584
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Java Café	Monthly Java Café meetings were held and focused on topics that assisted parents. The focus changed each month based upon parent feedback.		
Type 2: Communicating	Parent Teacher Conferences	All parents were invited to a parent teacher conference to meet with their child's teacher and learn about academic progress and strategies to help children at home.		
Type 3: Volunteering	Classroom Volunteer	Parent volunteers completed a volunteer packet and helped in classrooms and at the school by reading with kids, preparing materials for teachers, and helping to supervise at lunch and before and after school.		
Type 4: Learning at Home	Classroom Newsletters	Classroom teachers send a monthly newsletter with information regarding what they will be learning.		
Type 5: Decision Making	Site Council	Site Council Meets met monthly and was comprised of parents, community members and staff.		
Type 6: Collaborating with Community	Established Partnerships with community	Family Liaison worked with school staff to develop and maintain several partnerships that supported our students and that we in turn supported within the school.		
Reflection: Our family and community engagement was very strong and continued to grow and flourish. Of particular note was our Thanksgiving Boxes coordinated with a neighborhood apartment complex, and all classrooms supporting local agencies serving holiday meals. Also, the Student Council put its school-wide character commitment in action by becoming an official "Kind" campus with Ben's Bells, a local group whose mission is to inspire intentional kindness, which received a great deal of positive publicity.				



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Booth Fickett K-8

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	5	7	41	53
# Attendees in family/community events	1260	822	3763	5248
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below				
	Name of Activity	Brief Description		
Type 1: Parenting	Family Education Resources Board	Parents, families and students were provided with parenting sessions, classes, and resources, to offer education, advocacy, and support services to family/ caregivers of children, adolescents, translational age youth, adults and older adults. These resources available were provided in a culturally competent manner, reaching out to people of various ethnicities.		
Type 2: Communicating	Parent/Teacher Conferences	A short meeting or conference between the parents and teachers of students were held to discuss a child's progress at school and find solutions to academic or behavioral problems by focusing on students' specific strengths and weaknesses in individual subjects and generalizing the level of inter-curricular skills and competences.		
Type 3: Volunteering	Parent volunteers on campus	Parents assisted in hallway supervision while students were passing to the next classes, they offered support to classroom teachers in making copies of curriculum resources, or coming in to share careers and talk to the students as a guest speaker in the classroom.		
Type 4: Learning at Home	Website Links to resources	Provided opportunities to families and students to access curriculum content at home, utilize online learning resources, and accessing parent-vue, to see grades and support their children in their academics.		
Type 5: Decision Making	Monthly Site Council Meetings	The School Site Council is governing/advisory body at our school. The School Site Council is comprised of equal numbers of parents and staff. Parents on the School Site Council were accountable to the School Parent Council and were elected by the School Parent Council of the school.		



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<p>Type 6: Collaborating with Community</p>	<p>Project Soar</p>	<p>Students from the University of Arizona volunteered their time to mentor students on campus, in ways to go to college by providing resources to ensure their ability to reach their academic achievement goals.</p>
<p>Reflection: At Booth Fickett, we strove to respect the strengths and efforts of our families, and understand the background of our student population, and diversity. Parents appreciated the communication and use of network resources to help support their children. Encouraging volunteerism from parents and community partners provided greater attention to students. It was important to recognize, extra support was sometimes needed by single-parent households, or less fortunate family conditions, and reinforce student learning. Bringing awareness to our community, through making resources available, and by enriching curriculum and instruction helped improve the progress and growth of our student body.</p>		



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Borton Elementary

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	8	10	11	29
# Attendees in family/community events	996	305 counted for 8 events.	305 counted for 8 events	1606
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	PreK-1 st Family Club	The purpose of the Kinder-First Club was to help our early childhood parents integrate into the Borton community, develop a home school connection, strengthen relationships between extended community and the Borton local community, and to become familiar with our curriculum and magnet focus.		
Type 2: Communicating	Weekly Newsletters, Student folders	Information about classroom learning, suggestions for home support, upcoming school and classroom events were posted to the classroom websites and sent home with students.		
Type 3: Volunteering	Classroom and library Volunteers	Volunteers supported classroom learning by reading to and with children and supported and work with small groups during literacy, math or projects.		
Type 4: Learning at Home	Sunflower Room home visits	The kindergarten teacher did home visits with students and families in her class to establish a home school connection.		
Type 5: Decision Making	Site Council	Decision making for the school, reports and updates from the principal, magnet coordinator, PTA representative, tax credit committee chair. Agendas and minutes were posted on the school website.		
Type 6: Collaborating with Community	Community Services information provided by the school counselor	Our school counselor often offered parents resources on a one-on-one basis. This included referrals for counseling with community agencies, information about TUSD's Family		

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		Resource Centers, and information about local resources such as food banks, clothing banks, and bill assistance.
Reflection: Borton had many opportunities for family and community engagement. Many of the events were PTA sponsored. Most of the different types of involvement involve parenting, volunteering and learning at the primary grade level (k-2). We plan to encourage more opportunities for families from the intermediate grades to participate in engagement activities, particularly our neighborhood family population.		



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Carrillo Elementary

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	12	10	6	28
# Attendees in family/community events	1,314 people	1,185 people	157 families	2,499 people and 157 families.
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	NA			
Type 2: Communicating	Teacher communications.	Students and teachers communicated with parents on students' progress, homework due and upcoming school events.		
Type 3: Volunteering	PTO	Parents learned school policies and were informed on ways to volunteer for the classroom and school.		
Type 4: Learning at Home	3 rd Grade Showcase	Parents received new strategies to help students with reading skills.		
Type 5: Decision Making	Site Council	Input into policies that affect children's education		
Type 6: Collaborating with Community	Garden	Started up a new garden at Carrillo.		
Reflection: Family involvement has been key at our school. With a population of 300 students, we were able to create a family atmosphere at Carrillo. Our parents and students enjoyed participating in our events.				



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Davis Elementary

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	6	12	13	31
# Attendees in family/community events	347	590	550	1487
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	<i>Raising A reader- Make Way for Books</i>	This class, offered twice during the year, supported early literacy development for children and parents BEFORE they entered Davis.		
Type 2: Communicating	Monthly bilingual newsletters	PLCs/Grade level teams sent bilingual newsletters to parents each month.		
Type 3: Volunteering	Community Garden Days	Community Garden Days. Students and families volunteered to work in the Davis Garden. There were weeding, clean up and fence building projects going on throughout the day		
Type 4: Learning at Home	Parent Workshops	Parents were provided training on the site Reading reinforcement computerized program and Imagine Learning Math and Math Facts Programs, in both Spanish and English. The programs were accessible from home.		
Type 5: Decision Making	Active PTA/Site Council	10 PTA meetings were held through out the year and Site council meet monthly.		
Type 6: Collaborating with Community	Davis Carnival	All classroom parents were involved in working at the classroom either during the carnival or by supporting the class basket contribution for the silent auction. The carnival was a success with classroom parents organizing		

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		game booths and PTA and teachers and student council running food and drinks.
Reflection: The <i>Raising a Reader</i> events were a huge success. This event supported bilingual pre-literacy for children 0-5 and reviews parenting activities and strategies that supported active learning and positive growth and development. Parents and children enjoyed and found the learning to be appropriate and valuable. Other community events were well attended and helped maintain and build community and a family culture at Davis.		



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Dodge Middle

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	7	11	10	28
# Attendees in family/community events	150	200	182	532
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Tonya's Parent Coffee	Counselor meet with parents over internet safety.		
Type 2: Communicating	Parent/Teacher conferences	Teachers to met with parents to make next step plans for student success.		
Type 3: Volunteering	Sandwich Saturday	Made sandwiches for the homeless at St. Phillip's Church		
Type 4: Learning at Home	Science Star Party	Science teachers informed parents about planning and working on science projects.		
Type 5: Decision Making	PTO	Parent organization		
Type 6: Collaborating with Community	Summer School for 6 th Graders	Students and parents were able to become accustomed to middle school.		
Reflection: We will focus on more Learning at Home and Collaborating with Community. Our counselor plans to offer more Counselor Coffees to meet with parents. The Magnet Coordinator will develop new partnerships that will bring Dodge closer to the community.				



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Drachman K-8

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	1	2	2	5
# Attendees in family/community events	80	587	125	792
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Wakefield calendar of events.	Every month, parents were given a list of activities that are provided at the TUSD Wakefield community center. These workshops were designed to create a better home environment for students and to empower parents.		
Type 2: Communicating	Parent-teacher conferences. Magnet open-house	Teachers invited parents to discuss student's grades and areas of strengths and needs. Teachers shared homework expectations and classroom procedures.		
Type 3: Volunteering	Parent Volunteers	Parents were encouraged to volunteer in the classroom or during recess. Parents helped with class activities or they played sports with the students.		
Type 4: Learning at Home	Parent Link	Parents were given access to Parent Link so that they were informed about how their student was performing at school. This was shared with families so that parents could have active and ongoing conversations with their children about turning in work/homework.		
Type 5: Decision Making	School-Council and PTO	Parents were invited each month to join the school council meeting which is also followed by PTO. During these meetings, parents could voice any concerns that they might have and help with decisions for our school.		
Type 6: Collaborating with Community	UA Ecology interns	Students from the University of Arizona taught small-group lessons to students in our elementary and middle school program about different topics related to ecology.		

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Reflection: Drachman families received information through various forms of communication. Dr. Celaya sent communiques through email, newsletters were sent at least once a month with upcoming school/community events and our volunteer lists grew every month.



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Holladay Elementary

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events		7	11	18
# Attendees in family/community events		261	473	734
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	ParentLink messages	Information regarding free parenting classes in local community centers and reminders about healthy eating and getting enough rest for student's optimal performance in learning were provide.		
Type 2: Communicating	Class Dojo	Communication with parents during school day & after. Included photos, questions, homework, etc.		
Type 3: Volunteering	Reading Seed	Volunteers came in weekly to read with students.		
Type 4: Learning at Home	APTT night	Teachers conferenced with parents to provide information on homework policies and how to monitor and discuss schoolwork at home. Teachers also discussed how parents could assist students to improve skills on various class and school assessments.		
Type 5: Decision Making	PTO	Worked with parents to create parent partnership and involvement in decision making. Helped to plan events for students.		
Type 6: Collaborating with Community	RUMBA	Students participated in recycled art show at Park Place Mall at the end of April.		
Reflection: Outreach and family/community engagement practices were implemented which is created change and growth within students, staff, and community. Many efforts to reach out to community organizations to become involved with and support our students happened consistently.				



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Mansfeld Middle

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	12	13	7	32
# Attendees in family/community events	1571	1847	737	4155
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Home Visits	The Community Liaison conducted home visits with families on an as needed basis.		
Type 2: Communicating	Quarterly Newsletter	Newsletters were sent home with report cards to inform parents about events from previous quarter and important dates for the next quarter.		
Type 3: Volunteering	Booster Clubs	Parent booster clubs existed for the Vocal Music Classes and the Traveling Bulldog Club. These parent groups supported the programs by fundraising.		
Type 4: Learning at Home	Family STEM Night	Quarterly family night with a keynote speaker and choice of breakout sessions for families to attend were facilitated. Each year there is a specific theme.		
Type 5: Decision Making	PTSO/Site Council	Site Council meet the first Tuesday of every month from 4:30 – 5:30. PTSO, which continued to grow, meet the first Tuesday of every month from 6:00 – 7:00 pm.		
Type 6: Collaborating with Community	Focus on Vision and Payless Shoe Party	The Community Liaison took select students for glasses and shoes through the support of our community partners.		
<p>Reflection: Parenting and Collaborating with the Community were areas of focus and growth during the 2017-18 school year. Decision Making, Learning at Home, and Communication continued to be strengths for our campus.</p> <ul style="list-style-type: none"> • Q1 Activities included (STEM Night, Band/Orchestra, Choir, Open House, Parent-Teacher Conferences, New Student Orientations, Site Council and PTSO) • Q2 Activities included (STEM Night (192), Magnet Open House(~45), 2 Site Council (~10 each), 2 PTSO (~25 total), Honor Roll Ceremony (~600), November Music Festival(~300), Winter Music Festival(~600), Caroling at the Airport (~20), 3 Community Concerts (~145) 				

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- Q3 Activities included Honor Roll Ceremony (~300) STEM Night (~130), Honor Band (1), Honor Orchestra (16), Peter Pan Performances (140), Guitar/Choir Concert (150)



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Palo Verde High School

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events			31/ Booth-Fickett Mega Night	
# Attendees in family/community events			74/ 3 events not including district sponsored	
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	ELL Family Orientation	Academic and Health information and services were provided in 5 different languages represented, each person left with hygiene packets		
Type 2: Communicating	Parent Teacher Conferences	Parents were invited to school to meet with teachers and discuss their student's progress		
Type 3: Volunteering	Annual Title I meeting	Parents volunteered their time and talents assisting Community Liaison at annual Title I meeting.		
Type 4: Learning at Home	Tutoring	Informed parents at parent teacher conferences about available tutoring, utilizing imagine 3000 at home.		
Type 5: Decision Making	Parent Groups	Continued parent involvement in Site Council, Boosters and Volunteering		
Type 6: Collaborating with Community	Whataburger	Supported our Snack Pack Friday program feeding over 150 of our students bi-weekly		
Reflection: We will continue to work towards increased family and community involvement.				



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Roskruge K-8

FAMILY/COMMUNITY ENGAGEMENT					
	Q1	Q2	Q3	Q4	Total
# Family/community events	3	3	3	3	12
# Attendees in family/community events	60	50	50	40	200
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.					
	Name of Activity	Brief Description			
Type 1: Parenting	Cafecito	Parent meetings and trainings were offered to help parents become involved in the school.			
Type 2: Communicating	Newsletter/Parent-link	Our parent-link and newsletters informed all parents of programs and information pertinent to their child.			
Type 3: Volunteering	Soar Mentors	Soar mentors came to the school to help student with academics and social behaviors.			
Type 4: Learning at Home	Registration	Parents were able to come to the school in order to learn how to register their child for next school year.			
Type 5: Decision Making	Site Council, PTA, 8 th grade Parent Group	Parents were informed of school business and established new criteria for several programs at the school and use of Tax credit money.			
Type 6: Collaborating with Community	The Garden	The Garden is supported our school with hands on Science programs for our students.			
Reflection: The various community engagement programs were liked very much, and we ensured that parents were aware of what was expected and going on at the school. They were able to participate and were encouraged to take part in the school events.					



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Tucson High

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	10	20+	25+	55+
# Attendees in family/community events	300-400	1,000 +	2,500+	3,900+
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Back to School Night	At the beginning of the school year, parents were invited to attend an evening event where they could go through their child's schedule of classes.		
Type 2: Communicating	Parent/Teacher conferences	Parent teacher conferences were held each semester for parents to speak with their student's teachers.		
Type 3: Volunteering	Band Booster club	Band parents supported band students with food fundraisers, costume maintenance, transportation, etc.		
Type 4: Learning at Home	FAFSA workshops	College and Career counselors sponsored several FAFSA informational workshops throughout the year to assist families who were seeking college financial aid.		
Type 5: Decision Making	Site Council	THMS held monthly evening meetings regarding decision making on our campus. Members of Site Council included administration, classified staff, parents, students, and community members.		
Type 6: Collaborating with Community	University of Arizona Nutritional Science partnership	This new partnership provided information on nutrition for science curriculum as well as for athletes and their families.		
Reflection: Our Family and Community Engagement opportunities at THMS continued to grow and be a stalwart in the strength of our school.				



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Tully Elementary

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	107	20	29	156
# Attendees in family/community events	543	95	135	773
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Parent Coffee	Topics included: GSRR, Parent Basic Life Skills Class, Nutrition Classes presented by the U of A, and how to use Synergy to review student progress.		
Type 2: Communicating	Parent/Teacher conferences	Parent/Teacher conferences		
Type 3: Volunteering	Fall Festival	Parents/guardians helped set up and run booths		
Type 4: Learning at Home	Information Sheets	Information on homework policies and how to monitor and discuss schoolwork at home were provide to families. We also maintained a webpage with resources links, (Engage New York, Code.org, and a plethora of links for academic support		
Type 5: Decision Making	PTO – Parent / Teacher Organization	Regular PTO Board meetings were held several times each month to discuss upcoming events and planning for new events.		
Type 6: Collaborating with Community	Scholastic Book Fair	Tully students and their families had an opportunity to purchase new books		
Reflection: Our family and community engagement continued to grow throughout the year. We offered many classes/programs throughout the year for our parents to be better connected to their child's academics, such as Synergy training , AZMerit overview, nutrition classes, basic life skills training and English classes. We held social events throughout the year that included dances, socials, open house, fall and we will hold a spring festival in April. Parent coffees were held each month which offered additional support for families as well as a time where parents could offer their help to the school by helping with mailers and support for our social events.				



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Cholla High School (Transition)

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	6	1	12	19
# Attendees in family/community events	Up to 350	65	Up to 350	750+
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	AVID Curriculum Night,	Reviewed of AVID curriculum and strategies. Discussed college admissions and financial aid.		
Type 2: Communicating	Title 1 Meeting, August 17	Discussed Title One Handouts, Interventions available to families, and College and Career Readiness Skills.		
Type 3: Volunteering	Home football and basketball games	Parent/Guardians greeted visitors at all home football and basketball games. Parents recruited other parents to assist with cooking team meals, running the snack bar and assisted with fund raising for the teams.		
Type 4: Learning at Home	Parent Teacher Conferences, September 14	Parents/guardians discussed curricular expectations, student progress, student work samples, and ways parents can help at home. Teachers provided support materials as appropriate to student needs. Information and instruction on Parent Vue, was given to parents.		
Type 5: Decision Making	FAFSA Night, October 3	Parents/Guardians and students reviewed transcripts to ensure students are on track to graduate with all academic requirements for college. Completed FAFSA.		
Type 6: Collaborating with Community	JROTC Opening Ceremony, September 19	Families of JROTC Cadets were invited to See Students in Military formation. Discussed curricular expectation and careers.		
Reflection: Great turnout at Open House, Parent Teacher Conferences, AVID Curriculum Night and the Honor Assembly.				



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Ochoa Elementary (Transition)

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	20	18	42	80
# Attendees in family/community events	250	1265	748	2263
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Community Food Bank	Offered Nutrition Classes to Parents. Parents in turn went into classrooms and teach the students.		
Type 2: Communicating	Parent Teacher Conferences-FALL & SPRING	Held private, individualized meetings with parents and families to support attendance initiative, academic growth, social emotional growth self-esteem and confidence.		
Type 3: Volunteering	Clean-Up Ochoa,	Provided opportunities to engage families in the education and environment of their children.		
Type 4: Learning at Home	Cafecitos	Families were offered academic game ideas to promote family and student engagement in the learning.		
Type 5: Decision Making	PSTA/ Site Council	Discussed fundraising, educational opportunities for children and families, resources and/or best use of budget.		
Type 6: Collaborating with Community	Community Food Bank	Thanksgiving and Christmas food boxes were delivered to families in need.		
Reflection: We surveyed parents at the beginning of the year and at the end to help determine how the parents are feeling about their and their children's experience at Ochoa and what their expectation were for the future as well. Ochoa scheduled parent workshops, love and logic, Mental Health with NAMI, ADHD informative Discussion with Mel & Enid Zuckerman College of Public Health, Internet Safety, Heart Health as well as nutrition and gardening in the future, as determined useful by community.				



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Pueblo High School (Transition)

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	6	8	14	28
# Attendees in family/community events	1364	839	2,203	4,406
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Parent Teacher Conference	TITLE I description, services and parenting classes was presented to parents and students in the auditorium by the principal Dr. Augustine Romero. Family Resource Center brochures for parenting classes were distributed to Pueblo families. Math, Social Studies and English After school tutoring through Language Program Department, Teacher Assistants and CCLC before school Tutoring. Senior requirements presented by Pueblo High School Counselors		
Type 2: Communicating	Right to Know Letter	Parents were informed of their rights to know the professional qualifications of the teachers who instruct their student(s).		
Type 3: Volunteering	Title I Services and Informational Meeting	Pueblo Parent Association – Recruitment and VOLUNTEER process		
Type 4: Learning at Home	OPEN HOUSE	"Parent View" codes were distributed to parents to educate guardians on how to access student grades via online or phone application.		
Type 5: Decision Making	FAFSA/College Night	Financial College Advisors – UofA, NAU, ASU and PIMA were available to help family and students with their questions with college applications. Ameri Corp (Emanuel Matanza) assisted families with their FAFSA applications.		

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<p>Type 6: Collaborating with Community</p>	<p>BOO at the Reid Park ZOO</p>	<p>Pueblo High – School Community Liaison distributed informational pamphlets to the thousands of families attending the Halloween Boo at the Zoo light celebration. Students and families in the community were given options of schools within the Tucson Unified School District Schools.</p>
<p>Reflection: Pueblo was able to offer many opportunities for family and community engagement throughout the year.</p>		



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Robison Elementary (Transition)

FAMILY/COMMUNITY ENGAGEMENT					
	Q1	Q2	Q3	Q4	Total
# Family/community events	6	11	4	6	27
# Attendees in family/community events	400	750	200	1200	
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.					
	Name of Activity	Brief Description			
Type 1: Parenting	Parent/Teacher Conferences	Parents/guardians discussed curricular expectations, student progress, student work samples, and ways parents can support students at home. Also phone conferences			
Type 2: Communicating	Tuesday Communication Envelopes	Envelopes contained: Counseling and Community Newsletter, Parent Involvement Letters in English and Spanish, Title 1 Meeting notification, Fluoride Permission, information about costs of breakfasts, lunches, and how to apply free or reduced lunches as well as maps so parents and caregivers were aware of safe practices during parent pick up.			
Type 3: Volunteering	Flyers requesting volunteers for Family Events	PTO Volunteers Needed Flyer in English and Spanish were sent home along with a list of events that at our school and our email address so parents could sign up online. Parents were also able to inform us of their language and contact preference.			
Type 4: Learning at Home	TUSD K-3 District Core Reading Program Letter	TUSD K-3 District Core Reading Program. The letter informed parents about their children's reading proficiency. Students who were having difficulty in reading received additional assistance and interventions to meet their individual needs. Home practice tips and online resources were provided for parents.			
Type 5: Decision Making	School Site Council	School site council members - parents, community members, and school staff. Site council met quarterly to determine how spend and how to increase tax credit donations.			

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<p>Type 6: Collaborating with Community</p>	<p>Community Food Bank Partnership</p>	<p>The school maintains a food pantry on-site, partnered with the community food bank to send food boxes/bags home with families in need.</p>
<p>Reflection: We were very successful at bringing in resources from the community. The consistency of weekly communication folders helped immensely with getting information to families, so that they knew when to expect the information. Our biggest challenge was recruiting parents to volunteer or participate in academic events. We would like to increase Site Council and PTO participation by families and community stakeholders.</p>		



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Safford K-8 (Transition)

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	9	7	8	24
# Attendees in family/community events	474	324	322	1120
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Nutrition classes	Once a week parents attended nutrition classes offered by UofA. (8-10 families participated)		
Type 2: Communicating	Face to face parent-teacher conferences	Half day and evening conferences were scheduled by teachers with parents of students who were at risk of failing a subject. (approximately 120 families participated)		
Type 3: Volunteering	Parent room volunteers	We had an average of 6 regular volunteers in our parent room. They helped teachers with making copies, laminating, decorating, preparing materials for projects, organizing Engage NY materials etc.		
Type 4: Learning at Home	Individual classroom bulletins and flyers	Teachers grades K-5 maintained a HW bulletin that was posted in the classroom and sent home with students. In grades 6-8, teachers posted HW policies on their individual websites, letters were sent home with students at the beginning of the year.		
Type 5: Decision Making	Site Council	Safford's site council met once a month, we had two participating families and one community member.		
Type 6: Collaborating with Community	Service integration through partnership	Redemption church did volunteer work and donated funds to support Safford programs. IBM organized "A Day of Caring" event at Safford.		
Reflection: Safford K-8 has a family and community liaison who has been a part of the school community for 14 years. Without this position, Safford's family and community events would take a serious dive. This position is essential to keep a strong family engagement component at Safford.				



Magnet and Transition
Family Engagement 2017-18

Utterback Middle (Transition)

FAMILY/COMMUNITY ENGAGEMENT				
	Q1	Q2	Q3/Q4	Total
# Family/community events	5	6	7	18
# Attendees in family/community events	150	300	300	750
Summary: List one example of parent/community engagement for each of Epstein's Six Types of Involvement below.				
	Name of Activity	Brief Description		
Type 1: Parenting	Healthy Family Event	Drug and alcohol prevention		
Type 2: Communicating	Facebook, Website, Parent Link	Used to send communication out about upcoming events at Utterback		
Type 3: Volunteering	Parent Teacher Student Organization	Parents volunteered their time to help with activities in school		
Type 4: Learning at Home	Math and Literacy Night	Parents and students were given ideas on how to incorporate the math and reading curriculum into fun activities for the family.		
Type 5: Decision Making	Healthy Families Night through Pima County	Drug and alcohol prevention		
Type 6: Collaborating with Community	Food Bank Produce Day	Food Bank delivers free produce for our families		
Reflection: We have had 18 events throughout the school year. We wanted as many opportunities to involve our families as possible. Having students perform during family events helped our parent numbers. We would like to increase our PTSO involvement, we currently have signs advertising for the group in the front office.				