**Kenmore Elementary** Parent and Family Engagement Policy/Plan and Procedures

2024-2025

Kenmore Elementary is committed to the goal of providing quality education for every child in this district. Now more than ever, we want to establish partnerships with parents and with the community. Everyone gains if Kenmore Elementary, (school staff and families) work together to promote high achievement for our children. Neither home nor Kenmore Elementary can do the job alone. Parents play an extremely important role as children’s first teachers. Support for students and for the school is critical to optimal success at every step along the way.

Kenmore Elementary recognizes that some students may need extra assistance available through the Title One program to reach the state’s high academic standards. Kenmore Elementary intends to include parents in all aspects of the school’s Title One program.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN **REQUIRED** COMPONENTS

1. Kenmore Elementary has revised the school’s Parent and Family Engagement policy/procedures with parent input from the Annual Title meeting and Annual Title Climate survey. Kenmore Elementary will make the Parent and Family Engagement policy/procedures available to the local community by adding it to the school’s website, posting it in the office in November, and sending the document out through Parent Square.

-At our Annual Title One Meeting, families had the opportunity to provide feedback around parent involvement/engagement opportunities as well as suggestions/revisions to the parent, child, teacher compact, based on student needs, our school’s strategic action plan, and related goals. Families also provided this input on the Annual Title One Climate Survey that was available in October.

1. This year, Kenmore Elementary hosted the Annual Title Meeting as part of our Curriculum Night, on September 17th at both 5:45pm and 6:15pm. Combining both parent outreach opportunities allowed families to find potential childcare options for only one event, not two. These late evening times also allowed working parents to attend. We had a Spanish interpreter onsite as well as iPads offering translation in additional languages to support our Multilingual families. The purpose of this meeting was to inform parents of their school’s participation as a School-wide Title One School as well as to explain the requirements and the rights of all parents involved. There were a few ways for parents to give feedback during the meeting as well as a follow-up survey to provide feedback. Additionally, a recorded version of the Title One informational meeting will be posted on our school’s homepage in November.
2. We will offer flexible meeting and family event times related to parent and family engagement.

-Family Events: The goal is to support communication with families around how to best engage students in learning at home. Families have been asked to share ideas for family event content as part of our Title One Climate survey that was made available to families in October. The events are often held in the evening to support work schedules for those who can attend synchronously. Events will also be recorded for asynchronous viewing when possible.

**\*Based on the Title One Climate Survey, some events that are being planned are:**

*-“KE Coffee & Conversation for Multilingual Families”:* Many of our Multilingual students also qualify for Title One reading and math support. Based on parent feedback, we have created a bi-monthly meeting time on Wednesdays after drop-off to support parents with topics that are important to them, with translation support, and time for open discussion. These meetings help equip parents to support their children, build community between parents and the school, and allow teachers and administration to better understand the cultural practices and insights of our Multilingual families.

-“Social and Emotional Health Education Series”: The Title One teacher, School Counselor, and School Psychologist will partner together to consider some of the social and emotional health struggles that are keeping our students from being able to engage at the highest level. Parents will be invited to participate in a series of three classes from a more general overview course to topics that are more specific, like identifying and supporting children with anxiety. These classes will be held in the evening and childcare and interpreter support will be provided.

-*“Parent and Child Math Classes”:* The Title One teachers will support students and parents simultaneously in a 3 session series. The focus will be on grade level Common Core vocabulary and algorithms that are often challenging for parents to decipher. The goal is for parents to feel empowered and capable to support their child with math at home.

1. Kenmore Elementary will involve parents in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116.

* Families were made aware of the strategic focus in the September addition of our principal’s newsletter. This newsletter can be translated into most languages.
* On September 17th, families were informed about the strategic focus at the Annual Title Meeting/Curriculum Night event.
* In October, families were provided with an electronic one-page copy of our School’s Strategic Action Plan/ Title Plan. This was sent out in Parent Square, which allows parents to view the information in the language of their choice.
* Additionally, the School, Parent and Student Compact will be posted on the school website, included in the school newsletter for November and given to families at parent/teacher conferences. Families will also be provided with a QR code allowing them to view the document in the language of their choice.

1. Provide parents of participating children—
   1. When a student is identified for receiving Title One services in math or reading, a district letter is sent home to families in English or Spanish. This letter explains the Title One program and the services that the child will be receiving. As part of this letter, families are encouraged to contact the classroom teacher or Title One teacher if they have questions about the program. Also, a personalized letter from the Title One teacher providing the services, is sent home to encourage two-way communication with families. A link to the district’s Title One letter is also available on the school’s website and can accessed in most languages.
   2. Additionally, as part of the Annual Title Meeting, the process of how students are identified and what service typically looks like, was explained.
   3. If requested by families, there are opportunities for regular meetings between the family, classroom teacher and Title One teachers to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
   4. In the Fall, families were encouraged to complete an electronic survey to share their opinions and hopes for the school year and to provide feedback around Title One support and Parent Outreach.
2. If the school-wide program plan is not satisfactory to the parents of participating children, we will submit comments on the plan when the school makes it available to the district.

PART II-**REQUIRED** SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement Policy, each school shall jointly develop a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

-Modifications to the “School-Parent Compact” were made at the September 17th Title One meeting. This compact will be shared with families during parent-teacher conferences in November. Families will go over the compact and return it to school. This compact will also be available on our school website.

-As part of the “School-Parent Compact”, our school shows dedication to shared responsibilities for high student academic achievement by:

\*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.

\*Conducting a parent/teacher conference in elementary schools at the start of the school year for Kindergarten, parent/teacher conferences in November for all grades, and additional conferences as needs arise. In-person or Zoom conferences are made available depending on parent preference. Interpreters are also funded based the parent’s first language.

\*Providing frequent reports to parents on their child’s progress. (Progress reports two times a year and report cards two times a year). The Title One teacher, Title para-educator and classroom teacher will collaborate bi-monthly around student progress.

\*Providing parents with reasonable access to staff, opportunities to volunteer and participate in their child’s class and opportunities for observation of classroom activities.

\*Providing multiple methods for communication: Parent-Teacher Conferences, Volunteering/Observing, Family Events, communication through Schoology or Parent Square as well as emails, zoom, texts and phone messages.

BUILDING **CAPACITY** FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, **each school and district must**:

1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.

* Families learn this information through parent-teacher conferences, and teacher communications home.

1. Provide materials and training to help parents to work with their children, such as literacy training, how to support math fluency and using technology (at the school and district level).

* Our Family events serve to support parents in working with their children at home in the areas of reading, math, and social/emotional learning. Based on feedback from families and our Strategic Action Plan (SAP) we hope to host family events in reading, math, and social/emotional learning.
* We will also partner with our Multilingual families by hosting a series of “Coffee & Conversation” events. These sessions are based on parent interests, but past topics have included, supporting families to be able to access district and school online communication, supporting reading and math at home, and understanding progress reports and report cards.

1. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of strengthening parent and community partnership to increase academic achievement.

* Teachers have been trained on our new curriculum, “Into Reading” by Houghton Mifflin and how to best help parents understand how their child is performing in reading and writing.
* Our district has recently partnered with “Math Genius Squad” to better differentiate for all learners. Part of the professional development centers around getting to know students, their unique needs, and how to meet those needs. This level of specificity around individual skill levels will allow teachers to more clearly articulate current math levels to families.
* All classroom teachers received redefined evaluation criteria for student growth goals at the start of the school year. Professional development is being continually offered to support teachers to set goals for small groups of students, plan and implement instruction based on student goals, collect evidence to evaluate student progress, and set new goals and/or evaluate instruction.
* Title One, ELD, and LAP teachers will continue to receive support from district leaders to strengthen their programs, work with students, and support families.
* Based on our Strategic Action Planning process, staff has deepened their understanding of the imperative connections that are needed between home and school. Additionally, staff will have the opportunity to attend professional development that focuses on serving traditionally underserved populations, students below grade level, and those from diverse backgrounds. Professional development is provided by teacher leaders and the school district.
* Teachers can attend professional development about equity and diversity at the school and district level.
* The Director of Multilingual Services, employed through PSESD, will partner with our school to provide demonstration lessons and coaching around GLAD strategies.
* Teachers have received and will continue to receive professional development on a new social and emotional curriculum, “Purposeful People”.

1. Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.

* Collaboration occurs between the principals and Head Start Family Support Team to support families of students shared between the preschool and K-5 programs.
* Weekly, LAP, ELD and Title staff meet to discuss programmatic initiatives and students of concern in a professional learning community, which includes coordinating communication with parents based on necessary tiered interventions.

1. Ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

-For all Family Nights, parent-teacher conferences and various school activities, interpreters and/or translation software will be available to support family members who speak languages other than English.

-Teachers will receive professional development on November 6th on a new translation tool to support correspondence with all families.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have 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 understand.

PART IV-ADOPTION – This Kenmore Elementary Parent and Family Engagement Policy/Procedures have been developed with input at Annual Title One meetings and through the school’s Climate Survey.

The Parent and Family Engagement Policy/Procedures were revised by Kenmore Elementary 9/17/24 and will be in effect for the period of 2024-2025. The school will distribute the Title One Compact to all parents and will make the Engagement Policy available to the community on or before 11/20/24.

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Signature of Title I Authorized Representative Date