

Kenmore Elementary Parent and Family Engagement Policy/Plan and Procedures

2019-2020

Kenmore Elementary is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Kenmore Elementary and home, work together to promote high achievement by 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 their children and for the school is critical to children's success at every step along the way.

Kenmore Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Kenmore Elementary intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

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

- A. Kenmore Elementary will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and will make the Parent and Family Engagement policy/procedures available to the local community by adding it to the school's website and posting it in the office in November.
 - At our Annual Title I Meeting, families will be asked 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 will also give input on the annual Title I parent survey at the end of the school year.

- B. Host an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - The Annual Title I meeting will be held on Tuesday, October 1st from 8:15am-9:00am.
 - There will be snacks and activities for children in attendance.
 - There will be interpreters for families who speak languages other than English.

- C. Offer flexible meetings, such as meetings in the morning or evening, and we will provide childcare at such services 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 at our October Annual Title I Meeting. The events are often held in the evening to support work schedules. Children of all ages are always welcome at these events and activities are planned for them.
 - Curriculum Nights: Our building principals will ask for input during the curriculum nights in response to feedback on our CEE-District Wide Data survey where parents articulated partnering with them to support rigorous and ambitious learning was an area of improvement.
 - Community Home Visits, "Family Culture Series": The goal of this team is to bring "home" and "school" closer together by learning about each others' culture in order to best serve students and families. These meetings are held in the evening at Kenmore Elementary. Children are welcome.

- D. Involve parents, in an organized, ongoing, and timely way, 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.
- In August, selected school goals were shared in the school newsletter, the PTA meeting and in October the Title I Annual meeting where input was sought.
 - In late September, all families attending curriculum nights were informed about the strategic focus at each grade level meeting.
 - Additionally, each family will receive a copy of the school compact at the November conferences and will be invited to share ongoing input with school administration.
- E. Provide parents of participating children—
1. When a student is identified for receiving Title I services in math, reading or writing, a letter is sent home to families in their home language. This letter explains Title I and the services that the child will be receiving. As part of this letter, families are encouraged to contact the classroom teacher or Title I teacher if they have questions about the program.
 2. Additionally, as part of the Annual Title Meeting, the process of how students are identified and what service typically looks like is explained.
 3. If requested by families, there are opportunities for regular meetings between the family, classroom teacher and Title I teachers to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 4. At the end of the school year, families are encouraged to complete a paper copy or electronic survey as a way to share feedback around the Title I supports that had been provided during the school year.
- F. 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 the plan 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 with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

-Conduct a parent/teacher conference in elementary schools, annually (in November), during which the compact shall be discussed as the compact relates to the individual child's achievement.

-Provide frequent reports to parents on their child's progress. (Progress reports two times a year and report cards two times a year. The Title I teacher, Title para-educator and classroom teacher will collaborate monthly around student progress.)

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

-Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

-Provide opportunities to build partnerships between school and families, which support academic achievement.

-Parent-Teacher Conferences, Curriculum Nights, Volunteering/Observing, Family Events and The Family Culture Series.

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 Curriculum nights, parent-teacher conferences, and teacher communications home.
- 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).
 - Our Family events serve to support parents in working with their children at home in the areas of reading, writing, math and social/emotional learning. Based on feedback from families and our Strategic Action Plan (SAP) we plan to host a Fall Math Night along with monthly family culture educational meetings.
- 3) Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.
 - Kindergarten teachers have received specific training to inform WA Kids conferences with each family before school starts. Teachers will also share the data from the WA-kids assessment with families at November conferences.
 - All classroom teachers receive job-embedded professional learning through the Washington State 8 Criterion evaluation, specifically focused on C7: Communication with Families
 - The district has provided training to all staff on website accessibility and have increased access to families who are linguistically diverse. In September teachers received a Seesaw training to further support communication with 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.
- 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 as parent resource centers, that encourage and support parent engagement.
 - Collaboration occurs between the Title I Family Advocate and Head Start Family Support workers to support families of students shared between the preschool and K-5 programs.
 - Weekly, LAP, ELL 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.
 - Title and ELL teachers along with the principal work in partnership to create a home-school alliance (The Family Culture Series) to target supports for marginalized groups, particularly families with students who are language learners and low income.

- 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.

-For all Family Nights, parent-teacher conferences and various school activities, interpreters are available to support family members who speak languages other than English.

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/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by Kenmore Elementary on 10/1/19 and will be in effect for the period of 2019-2020. The school will distribute the Title I Compact to all parents and will make the Engagement Policy available to the community on or before 12/10/19. (Compact will be given to parents at conferences and made available on the district website as well as posted in the office