

Kenmore Elementary Parent and Family Engagement Policy/Plan and Procedures

2021-2022

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 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 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

- 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 One 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 One Parent Climate Survey at the start and end of the school year.
- B. Host an annual virtual 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. This meeting will also be recorded and posted on our school's website for families to view and submit feedback at an asynchronous time.
 - The Annual Title One meeting will be held on Tuesday, September 14th from 7:15pm-7:45pm, which is directly after Zoom curriculum nights for all grade levels.
 - There will be interpreters for families who speak languages other than English.
 - The meeting will be recorded for families to watch at a convenient time.
 - Resources will be added to the school's website.
- C. 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 at our September Annual Title One Meeting. The events are often held in the evening to support work schedules for those who are able to attend synchronously. Events will also be recorded for asynchronous viewing. There also may be an synchronous/asynchronous math event scheduled for a Saturday, which was very well attended last year.

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.

- With the Covid-19 virus, our school has decided to continue to work on the school goals from the 2019-2020 school year.
- On September 14th, families were informed about the strategic focus at the Annual Title Meeting/ Curriculum Night Event.

- 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 in both English and Spanish in November.

E. Provide parents of participating children—

1. When a student is identified for receiving Title One services in math or reading, a letter is sent home to families in their home language. This letter explains Title One 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. This district letter is also available on the school website in both English and Spanish.
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 One teachers to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. In the Fall and end of the school year, families are encouraged to complete an electronic survey as a way to share their early experiences and hopes for the school year and to provide feedback around the Title One support 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 at the start of the school year in Kindergarten, parent/teacher conference in November for all grades, and during the year when concerns or questions arise.

-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 One teacher, Title para-educator and classroom teacher will collaborate bi-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 (as appropriate during Covid).

- 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, Volunteering/Observing, Family Events, communication through Schoology 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.
- 2) 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 plan to host a Math Night in the Winter.
- 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 will share the data from the WA-kids assessment with families.
 - Teachers will be trained in how to administer the Rapid Automatized Naming Screener (RAN) (administered in the Winter for students in Kindergarten-Second grade) and the results will be shared with families.
 - All classroom teachers receive job-embedded professional learning through the Washington State 8 Criterion evaluation, specifically focused on C7: Communication with Families
 - This August the district has continued to provide training to staff on how to best assist families through Schoology, which will 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. This professional development will be supported and implemented both at the school and district levels.
- 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 One Family Advocate and Head Start Family Support workers to support families of students shared between the preschool and K-5 programs.
 - Weekly, LAP, EL 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.

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 One program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were revised by Kenmore Elementary on 9/14/21 and will be in effect for the period of 2021-2022. The school will distribute the Title One Compact to all parents and will make the Engagement Policy available to the community on or before 12/16/21. (Compact will be sent to parents and made available on the school website.

Signature of Title I Authorized Representative

Date