

John Muir Elementary Parent and Family Engagement Policy/Plan and Procedures

2024-2025

John Muir 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 caregivers and with the community. Everyone gains if John Muir Elementary and caregivers work together to promote high achievement by our children. Neither home nor John Muir Elementary can do the job alone. Caregivers play an extremely vital 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.

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

Lake Washington School District also recognizes the importance of shared responsibilities between school and home and supports the process of building trusting relationships through our commitment to building community engagement. A Communities in Schools Site Coordinator provides outreach services to caregivers that contribute to school success as well as advocates for families who are underrepresented.

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

- A. John Muir Elementary will jointly develop/revise with caregivers the school Parent and Family Engagement policy/procedures and distribute it to caregivers of participating children and make available the Parent and Family Engagement policy/procedures to the local community.
 - Caregivers were invited to participate and give input through caregiver phone calls and survey opportunities with feedback shared to guide the creation of the plan.
 - The Parent and Family Engagement Plan will be posted on the school website and distributed in the school newsletter.
 - Printed copies of the Parent and Family Engagement Plan will be available in the office for interested or new families.
- B. Convene an annual meeting, at a convenient time, to which all caregivers of participating children shall be invited and encouraged to attend, to inform caregivers 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.
 - All families and caregivers received information about Title I at the Student/Caregiver/Teacher progress conferences in Winter 2025.
 - Caregivers received electronic copies of the slide presentations including written information about Title I in the Fall 2024 during Curriculum Night/Caregiver Social.
 - The JME Community Newsletter containing information about Title 1 and additional links was sent via paper flyer and on Parent Square in the language selected by recipients.
- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, childcare, or home visits, as such services related to Parent and Family Engagement.
 - Teachers are available before and after school to schedule meetings with caregivers.

- Family Connection Meetings in September and Student-Caregiver-Teacher Conferences in January were supported with in-person interpreters in primary languages when appropriate.
 - Home visits for families made by Communities in Schools Site Coordinator, Administrators, and other staff.
 - At-home materials drop-off provided for families as needed. Communities in Schools Site Coordinator provide at-home materials/resource drop-off to families for whom transportation is a barrier. Simultaneously, Communities in Schools Site Coordinator or other staff does a brief informal check-in with the family while delivering these materials/resources.
 - Pocket Talk translation devices are available for classroom teachers, support staff, and administrators to support communication with families.
- D. Involve caregivers, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.
- Caregivers were invited to participate in creating the Schoolwide Title 1 Plan as part of the Title I presentation and in the Title I Newsletter communication.
 - Communities in Schools Site Coordinator will conduct empathy interviews for historically marginalized families to see input on how to create a sense of belonging for families and students. Input will be reflected in adapting the plan as needed.
 - The school will create an avenue for caregiver voice on the Building Equity Team. The goal is to increase caregiver voice in school related decisions through partnership and provide the school with on-going feedback about school and classroom practices, curriculum, and communication.
- E. Provide caregivers of participating children-
1. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 2. If requested by caregivers, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their student/s and respond to any such suggestions as soon as practically possible.
- At each Student-Caregiver-Teacher conference, all participants are invited to actively discuss the educational plan for students (interpreters provided, as needed).
 - Information about programs under Title 1, Part A was shared in the Beginning of the Year Newsletter, Curriculum Night, and during the All-School Title 1 Caregiver Meeting.
 - Information about curricular tools, academic assessment measures, test score explanations, instructional and learning strategies the school will use to support all students towards proficiency in the standards, and ways to contact teachers was shared during Curriculum Night and the All-School Title 1 Caregiver Meeting.
- F. If the schoolwide program plan is not satisfactory to the caregivers of participating children, submit any caregiver comments on the plan when the school makes the plan available to the district.
- Citizen's Complaint information was shared during the All-School Title 1 Caregiver Meeting, sent to caregivers through email, is available in the school office, and is posted on the school website.
 - The Communities in Schools Site Coordinator provides opportunities for continuous two-way communication regarding the plan through individual family support offered in person and virtually.

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 caregivers for all children served under this part, a school-parent compact that outlines how caregivers, the entire school staff, and students will share the responsibility for improved student academic achievement.

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

-Provide frequent reports to caregivers on their student's progress.

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

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

- Communities in Schools Site Coordinator will seek individual feedback from historically marginalized caregivers through individual phone calls and in person interviews.

- The John Muir Elementary School Compact was jointly developed with caregivers. Based on caregiver feedback, this document now includes a graphic that depicts collective efficacy between school and caregivers with clarity around shared responsibility for improved student academic achievement. An accompanying "Talking Points" document was created to support staff as they discuss the Compact with caregivers and students to ensure that a common message is being communicated.
- Hard copies of the Compact will be distributed during Student-Caregiver-Teacher conferences in January.
- Paper copies of the Compact were at the beginning of the year during JME's Meet and Greet event, with the goal of providing caregivers with an additional opportunity to review the document during the school year at Student-Caregiver-Teacher conferences in January.
- We provide Report Cards to caregivers two times a year. Teachers use newsletters to inform caregivers of significant areas of focus and upcoming events as well as a variety of individualized communication methods are used to build and maintain trusting relationships between school and caregivers that are centered around student goals, growth, and progress towards standards.
- Teachers and school staff have opportunities to connect with caregivers in-person during student drop-off/pick-up before school and after school hours.
- Strategies for communication include phone calls, ParentSquare communications (email/text messaging), robo-calls, district surveys, and in-person conversations. Additional strategies include the purchase and use of Pocket Talk devices as well as translated school newsletters.

BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

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

- 1) Assist caregivers in understanding the challenging state academic standards, how to monitor a student's progress, and work with educators.

- Information about grade level standards and ways to connect with staff was shared by each teacher team during Curriculum Night and the All-School Title 1 Caregiver Meeting.
 - Information about the challenging state academic standards is shared through the Annual Title 1 Update two times per year.
 - Student progress is shared during Student-Caregiver-Teacher Conferences and through report cards.
 - For students that have qualified for Safety Net services, progress reports are distributed two times a year.
 - For students receiving multilingual programs, progress information is communicated with caregivers on the report cards.
- 2) Provide materials and training to help caregivers to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).
- Information was shared in the All-School Title 1 Caregiver Meeting (December 12th), Back to School Carnival (September 19th), Multilingual Night (November 7th), STEAM Night (October 17th), Kamiakin/Muir Resource Night (December 10th), Student Recognition Breakfasts (February, April and June), and Family Literacy Night (March 8th) events regarding ideas for supporting students' learning at home.
 - Monthly Home Connect Newsletters are provided for Safety Net students, in English and Spanish, that offer ideas about how to help their student at home with literacy.
- 3) Provide professional development to teachers, specialized instructional personnel, and other staff on the value of caregivers and their communities to increase academic achievement.
- School Based Equity Team facilitates learning on building trusting relationships with caregivers and the value of caregiver/community partnerships to increase student academic achievement.
 - School Based Equity Team will review and identify school practices and policies that create barriers to caregiver engagement for our marginalized families and respond with professional learning strategies and opportunities for examining issues of inclusion and equity.
 - Opportunities have been identified for teacher professional development on the value of caregivers and their communities to increase academic achievement.
 - JME staff has access to Cornerstone asynchronous learning opportunities.
 - Book study opportunities selected by staff on the topics of caregiver partnerships and engagement.
- 4) Coordinate and integrate caregiver engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as caregiver resource centers, that encourage and support caregiver engagement.
- School has partnerships with local community resources that support caregiver engagement such as local food pantries, clothing distribution services, school donation programs that offer gift cards, school supplies, and home technology support (i.e., Kidvantage, Shoes That Fit, YMCA, Rotary Club, Nourishing Network, City of Kirkland Human Services Division). School is connected with local churches, such as Trellis Church, to increase community engagement.
- 5) Ensure that information related to school and caregiver programs, meetings, and other activities is sent to the caregivers of participating students in a format and, to the extent practicable, in a language the caregivers can understand.
- Every effort is made to communicate significant events and information in caregivers' primary language/s. This includes securing in-person interpreters to support events and utilizing on demand phone interpreters as well as translation software.
 - ParentSquare is utilized for electronic communications in the language selected by the caregiver.

The following are allowable activities:

- 6) May involve caregivers in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - The school has focused on creating a role for caregiver voice on the School Based Equity Team. The goal is to increase family voice when school related decisions are made to make those decisions more responsive and representative of the John Muir community.
- 7) May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
 - All teachers will participate in Visible Learning professional development opportunities such as attending conferences, book studies, peer-to-peer observations, and in building developed professional learning experiences.
- 8) May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable caregivers to participate in school-related meetings and training sessions.
 - Parent Family Engagement funds utilized to cover cost of childcare and transportation, when needed at specific events.
- 9) May train caregivers to enhance the involvement of other caregivers.
 - The addition of a caregiver on the School Based Equity Leadership Team allows for additional connection between caregivers and school. It is our hope that this connection will continue to grow and include caregiver leadership with other caregivers.
 - Student Equity Leadership Team formed to provide opportunities for students and families has been created to increase student and parent voice in decision-making.
- 10) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating students, with caregivers who are unable to attend such conferences at school, to maximize Parent and Family Engagement and participation.
 - John Muir Elementary offers flexible meetings times, resource pick-up and delivery, language interpreting support, and home visits.
- 11) May adopt and implement model approaches to improving Caregiver and Family Engagement.
 - John Muir Elementary provides Technology On-Demand Support and hosts a parent education nights annually, including a Literacy Night school-wide event, STEAM Night, Technology Night, etc.
- 12) May establish a district parent advisory council to provide advice on all matters related to Caregiver and Family Engagement in programs supported under this section.
 - The District's Equity and Family Engagement Department facilitates the District Equity Team. The District Equity Team is made up of various LWSD staff members from across roles and schools, community members, and caregivers/family members.
 - The purpose of the District Equity Team is to enhance and improve the district's efforts to ensure academic success for all students by closing opportunity gaps for students and providing equitable and inclusive working and learning environments for all students, families, staff, and communities.
- 13) May develop appropriate roles for community-based organizations and businesses in Caregiver and Family Engagement activities.
 - The school secures community donations (Winter Coats from the local Rotary Club, Families Helping Families grocery vouchers, Kid Vantage clothing and school supply distributions, shoes from Shoes That Fit, YMCA

Bags from Coal Creek YMCA, and Pantry Packs) to help supply families with essential goods. The school partners with the PTSA to utilize the “Neighbors Helping Neighbors” program to connect families to resources.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the caregiver and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of caregivers and family members (including caregivers and family members who have limited English proficiency, caregivers and family members with disabilities, and caregivers 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 caregivers understand.

- We have expanded access to interpretation and translated information through our Culturally Responsive Family Engagement District Initiatives. Every effort is made to accommodate caregivers with disabilities. We make accommodations so that we can communicate with caregivers by phone or through home visits when possible.

PART IV-ADOPTION – This John Muir Elementary Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, caregivers of children participating in Title I program, as evidenced by empathy interviews conducted by Community In School Site Coordinator.

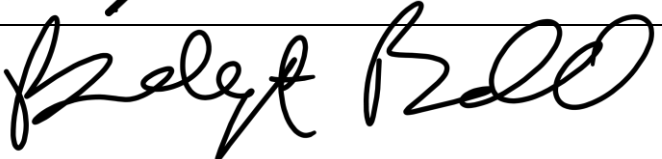
The Parent and Family Engagement Policy/Procedures were developed/revised by John Muir Elementary on 1/27/2025 and will be in effect for the period of the 2024-2025 school year. The school will distribute these Parent and Family Engagement Policy/Procedures to all caregivers of participating Title I children and make it available to the community on or before 2/28/2025.

Kelly Moses Pease

Signature of Title I Authorized Representative

1/28/25

Date

Name and Signature of Caregivers, Students, and Staff Involved in the PFE Policy Process:	
Name	Signature
Ashley Boughton	
Bridget Ballard	
Lila Sternberg-Sher	

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