



# **Redmond Elementary**

## **Parent and Family Engagement Policy/Plan and Procedures**

### **2024-2025 School Year**

Redmond Elementary and Lake Washington School District are 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 the community. Everyone gains if Redmond Elementary and home work together to promote high achievement for our children. Neither home nor Redmond Elementary can do the job alone. Caregivers 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.

Redmond Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Redmond 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 to succeed.

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

Redmond 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.

Develop PFE Policy and Plan.

Gather feedback from Parents and Families during "Coffee with Principals".

Distribute Revised Policy and Plan to stakeholders.

Provide printed copies for any new arriving families in the front office.

Publish policy and plan on LWSD website.

Publish the finalized policy and post on ParentSquare, updating as needed throughout the school year based on feedback.

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 caregivers to be involved.

24/25 Annual Meeting held October 10<sup>th</sup> from 5:00-6:30 PM during school Curriculum Night, curriculum slides reviewed in person and provided virtually.

All families and caregivers are offered information about Title I at the Caregiver/Teacher conferences Winter 2025 (Review of School Compact).

Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.

Principal connection meetings held before, during, and after school , monthly[wb1]

Multilingual Parent Informational meeting held before school , September 2024[wb2]

Safety Net Parent Information meeting held on October 30<sup>th</sup>, 2024

Offer varying start times for after school parent events.

Teachers and Administration are available before and after school to schedule meetings with caregivers.

Family Connection Meetings in September and Student-Caregiver-Teacher conferences in January supported with in phone translators when appropriate.

Pocket talk translation devices are available for classroom teachers, support staff, and administrators to support communication with caregivers.

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.

School development of policy and plan by administration team and instructional coach.

Review during a Parent/Teacher/Student Association meeting.

Utilize Counselor and Community Connections member to connect with marginalized families, communicate to school leadership and reviewed following revisions.

Review and revise plan at the start and end of each year to meet the needs of school population.

Provide caregivers of participating children—

1. Timely information about programs under this part.
2. 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.
3. If requested by caregivers, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Communicate Title I family involvement activities on ParentSquare, school website and distributed fliers.

Curriculum night held yearly to inform caregivers what curriculum is used in each grade level, review of standards and expectations –October 10<sup>th</sup>, 2024

Coffee with the Principals meetings offered monthly for communication regarding suggestions for Parent and Family Engagement.

At each Caregiver/Teacher conference, all participants are invited to actively discuss the education plan for students (interpreters provided as needed).

If schoolwide program plan is not satisfactory to the caregivers of participating children, submit any parent 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 Parent 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 parents for all children served under this part, a school-caregiver compact that outlines how caregivers, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Provide frequent reports to caregivers on their child's progress.
- Provide caregivers with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- 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.

Yearly "Family Connection" meetings in September.

Translation services utilized for phone call communication, as needed .

Hard copies of the Compact distributed during student/caregiver/teacher conferences in January.

Provide progress reports to caregivers two times a year.

Teachers use newsletters to inform caregivers of significant areas of focus and upcoming events .

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.

Volunteer opportunities through various PTSA groups, playground supervision, as well as classroom teachers.

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

Curriculum night (Title I presentation) Information about grade level standards and ways to connect with staff were shared by each teacher team during Curriculum Night and the Safety Net Caregiver Meeting.

Caregiver involvement information during each of the PFE events.

Teacher ParentSquare messaging about communication styles/preferences/progress reporting.  
Student progress shared during Caregiver/Teacher/Student Conferences and through progress reports.

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 to 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).

Literacy Night Parent handout on strategies

Math Night Parent handout on strategies [WBS]

Caregiver-PBIS Night

3. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of caregivers and their communities to increase academic achievement.

LEAP Wednesday/staff meetings centering high-quality parent involvement activities and strategies.

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.

Staff has access to learning opportunities (CORE literacy training, Supporting Multilingual Learners, Equity Focused Learning, Inclusion Bites, SIOP, etc.).

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 parent 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.

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

ParentSquare information translated into home language based on preference from the caregiver.

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.

**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.

Parent cultural night, explanation of student expectations in cultural context and education. The school has focused on creating a role for caregiver voice on the School Based Equity Team. We are starting this year by inviting the PTSA president to meetings.

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.

Peer-to-peer observations and in building developed professional learning experiences.

Partner observations with instructional coach to observe teaching strategies.

Schoolwide walkthroughs and feedback provided by outside Literacy Consultant.

Team calibration, collaboration, and coaching opportunities available to all staff.

- 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.

New Student Equity Leadership Team formed to develop future opportunities for students and families has been created to increase student and caregiver 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 children, with caregivers who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation.

Offers flexible meetings times, resource pick-up, language interpreting support, and home visits.

11. May adopt and implement model approaches to improving Parent and Family Engagement. Provide technology support at all caregiver and family engagement nights.

12. May establish a district caregiver advisory council to provide advice on all matters related to Parent 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 Parent and Family Engagement activities.

The school secures community donations (Pantry Packs through the Lake Washington Schools Foundation, Operation School Bell through the Assistance League of the Eastside and Grocery Vouchers through Families Helping Families, Winter Wishes, Coats and Shoes from local Fire Department, Shoes That Fit) to help supply families with essential goods.

The school partners with the PTSA to utilize a “Cares Fund” 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 caregiver and family members (including caregiver and family members who have limited English proficiency, caregiver and family members with disabilities, and caregiver 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.

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 accommodation so that we can communicate with caregivers by phone or through home visits when possible.

**PART IV-ADOPTION** – This Redmond Elementary Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, caregiver of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by Redmond Elementary on 12/12/2024 and will be in effect for the period of 2024-2025. The school will distribute these Parent and Family Engagement Policy/Procedures to all caregiver of participating Title I children and make it available to the community on or before 6/1/2025.

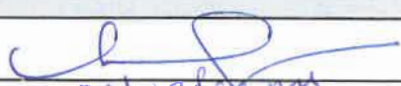
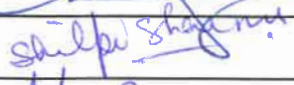
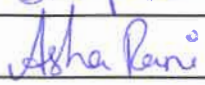
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Signature of Title I Authorized Representative

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Date

**Name and Signature of Parents, Students, and Staff Involved in the PFE Policy Process:**

| Name            | Signature                                                                          |
|-----------------|------------------------------------------------------------------------------------|
| Marie Schambeck |  |
| Shilpi Sharma   |  |
| Asha Rani       |  |
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