



## **John F. Miller School**

### **Parent and Family Engagement Policy 2025-2026**

The administration, staff, and parents of John F. Miller School believe that parents and families are critical to the educational success of students and that optimal educational progress is achieved through positive home and school partnerships. This policy has been jointly developed and agreed upon by John F. Miller School parents of students served in the school, pursuant to Title 1.

John F. Miller School will convene annual meetings, at convenient times for parents to evaluate this policy. These meetings were held on May 13, 2025 at 3:30 p.m. virtually via a Google Meet link and on August 8, 2025 at 1:00 p.m. in person. If parents are unable to attend this meeting, the meeting agenda and handouts will be sent home to parents and will also be available in the school office and school website. The school's Parent and Family Engagement Policy, along with all other school and District correspondence, will be distributed in an understandable and uniform format and to the extent practicable, in a language parents can understand. The Parent and Family Engagement Policy will also be made available to the community through the school office and on our website.

#### **District Wide Parent Survey:**

Our areas of strength in the District Wide Parent Survey were: student safety, valuing parent input, seeing parents as partners in their child's education, and responding promptly to phone calls, messages, or emails. Survey results are shared with parents at the required annual Title I meetings. We will continue to communicate with parents the importance of family engagement to continue this trend with the survey results. Parents generally feel their child is receiving a "good"/appropriate education, which addresses their individual needs, at John F. Miller School. All students learn to use the appropriate technology to access their instructional programs. Safety is a top priority at John F. Miller School and this is reinforced through the building design and safety measures in place, staff supervision of students, health services supports for medically fragile students, and the multi-disciplinary approach to student instruction and supports such as Physical Therapy, Occupational Therapy, and Speech/Language Therapy. To increase parent participation in taking the survey, we will distribute flyers, use ParentLink and Talking Points to send reminders, post the survey link on the school website, teachers will send a QR code flyer with their daily notes home to parents, and we will have computers available at school for parents to use.

**Staff Communication with Parents:**

John F. Miller School teachers, staff, related services personnel, and administrators are provided examples of communication methods to use with parents, and are encouraged to communicate frequently and regularly with parents. Home and school communication folders are used, as well as email, phone calls, Talking Points texts, ParentLink, the school website, and flyers. Parents are encouraged to communicate regularly with John F. Miller School staff about their child's individual instructional and medical needs. Communication between staff and parents on educational and instructional planning is facilitated through annual IEP planning and development.

**Including Parents in School Review and Improvement:**

John F. Miller School will involve parents in an organized, ongoing, and timely way in the planning, review and improvement of Title 1 programs, school performance planning, and the Parent and Family Engagement Policy. A parent representative serves on the School Performance Plan team and assists with Title 1 Initiatives, such as the Parent and Family Engagement Policy.

**Education Involvement Accord:**

The Educational Involvement Accord is integrated into the registration process and parents are asked to complete and return the forms included at registration. For parents new to the school, the Accord is included in the registration packet completed when students enroll at school throughout the year. The Accord is given to parents as an informational tool that outlines how parent involvement in their child's education will help student achievement. The Accord is reinforced and expectations are developed for meaningful parent and family engagement through parent participation in the IEP process, and through communication with teachers and therapists regarding student instructional and therapy programming in the home environment. Parents are encouraged to support IEP goals and benchmarks in the home, as appropriate. The Accord for students at John F. Miller School does not accurately reflect the type of involvement our students have in their educational program. The Accord for teachers and school staff are integral practices in the educational program offered to all students at John F. Miller School.

**Building Capacity for Parent Involvement:**

John F. Miller School believes that communication between home and school is vital to student achievement. Through professional development, School Organizational Team meetings, monthly Family Meetings, and school events such as Meet and Greet, Open House, Sensory Fair, and Farmers Market, administrators and parents educate teachers on the importance of building relationships with parents as equal partners in their child's education. The school communicates with parents through ParentLink, Talking Points, the school website, newsletters, flyers, home notes, phone calls, and emails from the school office and individual teachers. All information related to school programs, meetings, and other activities will be sent to parents in a format and, to the extent practicable, in a language the parents can understand. Translators will be available to parents to facilitate communication between parents and school administration, office personnel, teachers, and during informal meetings, and IEP meetings. Parents will work with school staff to improve the achievement of their students by

participating in students' IEP meetings, supporting IEP programming in the home, and actively communicating with school personnel. The Nevada Alternate Assessment, NAA, is discussed with parents at IEP meetings and assessment results are shared with parents. High-quality curriculum and instruction, based on identified student needs, is provided in a supportive and effective learning environment enabling students to meet the state academic standards, appropriate for their specialized instructional needs:

- ELA and Math goals are included in the IEPs for students in grades K-12.
- Quarterly IEP progress reports are sent home to parents, which outline student achievement on IEP goals and benchmarks.
- IEP addendums are held, as needed, to modify IEPs and adjust instructional programming to support student achievement.
- A uniform tactile symbol system is used for all students through the school to assist with communication. Parents are encouraged to use tactile symbols in the home. Tactile symbols and instruction for the use of tactile symbols are provided to parents who express an interest in home use.
- Assistive Technology is utilized for all students to maximize their ability to access instruction.
- Individualized student access plans are developed and included in lesson planning for each student to maximize their ability to access instruction through the use of assistive technology and other supports.

#### **Fostering Parent and Family Engagement:**

Family engagement activities will include opportunities for parents/guardians to volunteer and be involved in school activities. Family involvement and engagement activities at the school site include, but are not limited to:

- Participation in annual IEP meetings, multidisciplinary meetings, and individual student planning meetings with teachers and related services providers.
- Coordinating individualized student access issues and accommodations with related services providers, as needed.
- School communication through flyers, newsletters, calendars, home notes, phone calls, email, photos of student achievement, the school website, Talking Points messages, and ParentLink messages.
- Seasonal school events such as: Sensory Fair, Winter Wonderland, Valentine's Dance, Farmers Market, Graduation, and Prom.
- Community representatives speaking on various areas of interest for parents through our monthly Family Meetings.

#### **Coordinating With Other Programs:**

To the extent feasible and appropriate, we will coordinate with community resources to address parents and students' needs. The school works closely with Desert Regional Center, Variety the Children's Charity, and the Lion's Club to provide support to students and their families. The school also works with Opportunity Village and the Salvation Army Adult Day Activity program that provide services to students who transition to community placements after exiting the Clark County School District. Representatives from Desert Regional Center are included in IEP planning for all students who receive this service. Parents are supported in maintaining and determining the appropriate equipment and wheelchair needs through close collaboration with their local wheelchair vendors and the Occupational and Physical Therapists at John F. Miller School. They are also encouraged to work with the Speech Language Pathologists on communication techniques to use with their child. School Bell services are provided for students in need of clothing and supplies. Donations of needed hygiene supplies, equipment, and formula received from Miller School parents and community partners are shared with Miller School students in need. Parents are encouraged to provide information and support to other parents whose children are facing similar issues due to their disabilities. Opportunities for parents to network and support each other are available and encouraged during school events and parent meetings. Parents are made aware of these resources and services available to them at Open House, through phone calls home, IEP meetings, and School Organizational Team Meetings.

**Other Reasonable Support:**

Parents are able to request additional support for their child through daily home notes with their child's teacher or other communication methods; such as emails, texting via Remind, and phone contacts, and during IEP meetings. Parents are encouraged to provide feedback to teachers and related services staff members on instructional and/or therapeutic issues for their child. If a need is expressed for additional support, teachers and/or related services providers are available to meet with parents and provide methods or materials needed to support the child. If the expressed support is beyond the scope of school personnel, parents are given contact information for services available in the community.