

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

2021-2022

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 parents and with the community. Everyone gains if John Muir Elementary and families work together to promote high achievement by our children. Neither home nor John Muir Elementary can do the job alone. Parents 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 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.

Lake Washington School District also recognizes the importance of shared responsibilities between school and family and supports the process of building trusting relationships through our commitment to building community engagement. Our Family and Community Engagement Liaison provides outreach services to families 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 parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.
 - Parents were invited to participate and give input during the All-School Title 1 Parent Meeting, through parent phone calls and survey opportunities.
 - 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 parents of participating children 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.
 - Our annual meeting (the All-School Title 1 Parent Meeting) took place in person this year on October 26, 2021, with the option for families to join virtually through MS Teams.
 - Informational flyers were sent home to families in English and Spanish.
 - An email reminder was sent home to all families in the John Muir Elementary newsletter.
- 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 families.
 - Family Connection Conferences in August, Goal Setting Conferences in October, and Parent-Teacher Conferences in January were supported with interpreters in primary languages when appropriate.

- August Family Connection Meetings and January Parent-Teacher Conferences took place on Microsoft Teams or through phone calls depending on family needs and in alignment with current COVID-19 protocols. October Goal-setting conferences were held either in-person or virtually per parent preference
 - Home visits for families made by School Counselor, Administrators, Family Liaison, and other staff.
 - At-home materials drop-off provided for families as needed Family Liaison provides at-home materials/resource drop-off to families for whom transportation is a barrier. Simultaneously, Family Liaison does a brief informal check-in with the family while delivering these materials/resources.
 - Pocket Talk translation devices were purchased for classroom teachers (1 per grade level), support staff and administrators to support communication with families.
- D. Involve parents, 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.
- Parents were invited to participate in creating the Schoolwide Title 1 Plan during the All-School Title 1 Parent Meeting held in October.
 - The school will create an avenue for parent voice on the Building Equity Team. The goal is to increase family voice in school related decisions through partnership and provide the school with on-going feedback about school and classroom practices, curriculum, and communication.
 - The Title I Family Engagement Survey, shared in the Winter and again in the Spring, included questions that allowed parents/families to provide feedback on the following:
 - How to better involve parents in school planning
 - How the school can better communicate with parents/families
 - Ways to use the parent/family engagement funds.
 - Suggestions on informational programs/educational workshops to provide for families
 - A survey model was used to gather actionable data and feedback for our school, with the goal of building an equitable collaboration between the school and the home. The survey was provided in English, Spanish, and Portuguese. By utilizing a survey to gather feedback, we were able to reduce barriers in parent/family participation, such as: COVID-19 safety protocols, technology accessibility for virtual meetings, cultural/language barriers, parent availability, etc.
- E. Provide parents 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 parents, 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.
- At each Parent/Teacher/Student 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 Parent 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 Parent Meeting.
- F. If the schoolwide program plan is not satisfactory to the parents 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 families through email, is available in the school office, and is posted on the school website.
- Opportunity for continuous two-way communication regarding the plan is made available through surveys and parent phone calls.

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 (at a minimum), 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.

-Provide parents 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.

- The John Muir Elementary School Compact was jointly developed with parents served by our Title 1 Program. Based on family feedback, this document now includes a graphic that depicts collective efficacy between school and families 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 parents and students to ensure that a common message is being communicated.
- Hard copies of the Compact were distributed during goal-setting conferences in October.
- Electronic copies of the Compact were included in the February School Newsletter with the goal of providing families with an additional opportunity to review the document during the school year.
- We provide Report Cards to families two times a year. Teachers use newsletters to inform parents 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 families that are centered around student goals, growth, and progress towards standards.
- Teachers and school staff have opportunities to connect with parents in-person during student drop-off/pick-up before school and after school hours.
- Strategies for communication include email, phone, text messages, school messenger, 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 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.
 - Information about grade level standards and ways to connect with staff were shared in each classroom during Curriculum Night, and All-School Title 1 Parent Meeting
 - Information about the challenging state academic standards is available on the district website.
 - Student progress is shared during Parent/Teacher/Student Conferences and through report cards.
 - For students that have qualified for Safety Net services, progress reports are distributed two times a year.
- 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).
 - Information was shared in the All-School Title 1 Parent Meeting 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 child at home with literacy.
 - The Title I Family Engagement Survey prompts what types of informational programs that families would like to be provided, and "Helping students' learning at home" is an option for parents to choose.
 - A collaborative team of Lake Washington School District support staff including family liaison, attendance specialist, administrators and community organization representatives organized a series of events at the Kirkland Heights community to build community relationships and provide opportunities to learn to navigate school systems and ways to participate in their child's education.
- 3) Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.
 - Family Liaison and Building Equity Team facilitate learning on building trusting relationships with parents and the value of parent/community partnerships to increase student academic achievement.
 - Building Equity Team will review and identify school practices and policies that create barriers to parent 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 parents and their communities to increase academic achievement.
 - "Equity + Social-emotional Learning" online class – staff will explore the intersection between Equity, Social Emotional Learning and Well-Being. Additionally, participants will review and connect prior learning to new concepts specifically around family engagement.
 - National ESEA Network Conference – This year's theme is Recommit, Renew, Reimagine. The sessions center around using evidence-based services to ensure the success of each student that we serve and maintaining focus despite challenges.
 - "Beyond Diversity" – Courageous Conversations About Race offers Beyond Diversity courses that help explain the need for candid, courageous conversations about race so that educators may understand why student disengagement and achievement inequality persists and learn how they can develop a curriculum that promotes true educational equity and excellence.
 - "Academic Equity Workbook" – Based off Hanover's Academic Equity Workbook, the focus of this professional learning is for staff to consider current and historic performance levels on various academic metrics when determining how best to serve all students.
- 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.

- Family Liaison has created partnerships with local community resources that support parent engagement such as local food pantries, laundry services, clothing distribution services, school donation programs that offer gift cards school supplies, and home technology support (i.e., Baby Corner, Rotary Club, Nourishing Network, Coats for Kids, Vine Community Services). Liaison has connected with local churches, such as Risen Hope and God Loves Kingsgate to increase community engagement.
- 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.
- ☐ Every effort is made to communicate significant events and information in families' primary language. This includes securing interpreters to support events and utilizing on demand phone interpreters as well as translation software.

The following are allowable activities:

- 6) May involve parents 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 parent voice on the Building 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 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 and administrators will complete the Reading Fundamentals or Online Elementary Reading Academy Courses from the Consortium on Reaching Excellence in Education (CORE).
- 8) May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- Throughout this school year, there have been discussions about supporting childcare and transportation costs for families in the future. Due to the regulations and guidance from the CDC and DOH, in-person events were paused this year so there were no costs regarding transportation and childcare for school-related meetings and training sessions.
- 9) May train parents to enhance the involvement of other parents.
- Family Café Nights have been established with the goal of allowing parents to connect with each other to build community and engage in topics that they would like to talk about.
- 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 parents who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation.
- Muir offers flexible meetings times, resource pick-up and delivery, language interpreting support, and home visits.
- 11) May adopt and implement model approaches to improving Parent and Family Engagement.
- Technology On-Demand Support and Literacy Fair school-wide event
- 12) May establish a district parent 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 parent/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 Family Liaison secured community donations (Winter Coats from the local Rotary Club, Nourishing Network gift cards, Baby Corner clothing and school supply distributions, and pantry packs to help supply families with essential goods. The Family Liaison partners with the PTSA to utilize the “Neighbors Helping Neighbors” program to connect families to resources).

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.

- We have expanded access to interpretation and translated information through our Culturally Responsive Family Engagement District Initiatives. Every effort is made to accommodate parents with disabilities. We make accommodations so that we can communicate with parents 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, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by John Muir Elementary on 1/31/2022 and will be in effect for the period of the 2021-2022 school year. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 2/28/2022.

Signature of Title I Authorized Representative

Date

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

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