

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

2020-2021

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 quarterly PAC Meetings, the All-School Title 1 Parent Meeting and Synchronous Drop-In Sessions, and through parent phone calls.
 - 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 virtually this year and had 2 parts.
 - Part 1: WeVideo links were sent to all families on 11/25. The videos were presented in English and Spanish.
 - Part 2: Synchronous Drop-In Sessions were hosted by the Safety Net teachers on 12/3. The Drop-In Sessions were designed as a question-and-answer format, scheduled during lunch times and after school in the evenings, and attended by interpreters to support with the following languages: Spanish, Portuguese, and Hmong.
- 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 and Parent-Teacher Conferences in January were supported with interpreters in primary languages when appropriate.
 - Conferences took place on Microsoft Teams, through phone calls, or in-person meetings at the front of the school using COVID-19 guidelines, depending on family needs.
 - Home visits for families made by School Counselor, Administrators, Family Liaison, and other staff.
 - At-home materials drop-off provided for families that could not attend the general materials pick-up events.
- 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.
- The school will create and schedule a Parent Advisory Committee (PAC) that meets quarterly. This PAC is made up of a representative group of parents for the purposes of revising and adopting the Parent and Family Engagement Plan and the School-Parent Compact, advising the school regarding ongoing parent and family engagement activities, and to review the school's Schoolwide Title 1 Plan. In addition to the PAC, parents were also invited to participate in creating the Schoolwide Title 1 Plan during the All-School Title 1 Parent Meeting.
 - 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.
- 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 school Newsletter, Curriculum Night, during the All-School Title 1 Parent Meeting, and Synchronous Drop-In Sessions.
 - 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 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.
 - Opportunities for continuous two-way communication regarding the plan is made available through surveys, parent phone calls, and PAC meetings.

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 the first materials pick up event of the school year. Electronic copies of the Compact were included in the January School Newsletter with the goal of having the document easily accessible during the January Parent/Teacher/Student Conferences.
- 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.
- Strategies for communication include email, phone, text messages, school messenger, robo calls, district surveys, and each teacher has standard office hours on Microsoft Teams.
- Due to distance learning and Covid-19 safety protocols, the school was not able to provide parents in-person access to staff, opportunities to volunteer in their child's class, and observation activities. However, our Family Liaison, Administrators, School Counselor, Teachers, and Instructional Assistants continue to ensure regular, meaningful two-way communication through such strategies as: targeted attendance related outreach efforts, connecting families with resources they need to be successful during distance learning (such as hot spots, technology, and desks), communication logs shared by the staff to ensure responsiveness to family needs, and advocacy and empathy to support families.

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, All-School Title 1 Parent Meeting, and Synchronous Drop-In Sessions.
 - 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 and the Asynchronous Drop-In Sessions 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.
 - We provide family events that enhance academics and our partnership with families. These include Family Café Nights, Equity Events, Technology on-demand support from IA and Family Liaison, and Virtual Literacy Fair.
- 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 facilitates 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.
 - "Introduction to Cultural Diversity" online class – The focus will be for staff to explore their personal culture, understand bias, and learn how that effects students, staff, and their relationships.
 - National ESEA Network Conference – This year's theme is Educating for Tomorrow. The sessions center around preparing youth to meet the challenges that lie ahead and how to navigate life after school (with an emphasis on technology, innovation, and creativity).
 - "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.
 - Equity classes provided by the district throughout the school year for both certificated and classified staff - The focus is for staff to learn strategies to engage effective systematic change to reduce opportunity gaps in our classrooms and across the district.
- 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 and Nourishing Network).
- 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.
 - Family Café Night, Family Equity Night, Technology On-Demand Support, Virtual Literacy Fair, Parent Education Events (including an interactive webinar for families promoting connectedness to the school and within our community delivered by SWIFT and support for multilingual families through the use of Rosetta Stone to acquire English).
- 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.
 - Parents serve on the PAC and Building Equity Team to provide input on matters related to Parent and Family Engagement.
- 13) May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.
 - The Family Liaison secured community donations (such as "Free Wash Day at Maytag" for family laundry needs, Nourishing Network gift cards, Baby Corner clothing and school supply distributions, and pantry packs to help supply families with essential goods. The Family Liaison partnered to repurpose the PTSA

sponsored John Muir Elementary Cares Fund to 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, online video conferencing, text messaging, 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 11/10/2021 and will be in effect for the period of the 2020-2021 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 12/18/2020.

Kelly M Pease

Signature of Title I Authorized Representative

5.3.2021

Date

Name and Signature of Parents, Students, and Staff Involved in the PFE Policy Process:	
Name	Signature
Ashley Boughton	
Bridget Ballard	
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