**Kenmore Elementary** Parent and Family Engagement Policy/Plan and Procedures

2022-2023

Kenmore Elementary is committed to the goal of providing quality education for every child in this district. Now more than ever, we want to establish partnerships with parents and with the community. Everyone gains if Kenmore Elementary and student’s families, work together to promote high achievement by our children. Neither home nor Kenmore Elementary can do the job alone. Parents 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.

Kenmore Elementary recognizes that some students may need extra assistance available through the Title One program to reach the state’s high academic standards. Kenmore Elementary intends to include parents in all aspects of the school’s Title One program.

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

1. Kenmore Elementary will revise the school Parent and Family Engagement policy/procedures with parent input through the Annual Title meeting and Annual Title survey and will make the Parent and Family Engagement policy/procedures available to the local community by adding it to the school’s website and posting it in the office in November.

-At our Annual Title One Meeting, families will have the opportunity to provide feedback around parent involvement/engagement opportunities as well as suggestions/revisions to the parent, child, teacher compact based on student needs, our school’s strategic action plan and related goals. Families will provide this input on the Annual Title One Climate Survey available in October and November.

1. Kenmore Elementary will host three options for the Annual Title Meeting. These options will be offered at convenient times and all parents shall be invited and encouraged to attend. The purpose will be to inform parents of their school’s participation as a School-wide Title One School as well as to explain the requirements and the right of the parents to be involved. A recorded version of the Title One informational meeting will also be posted on our school’s homepage.

-The Annual Title One meeting will be offered on Thursday, August 25th at our back-to-school event.

-A second Annual Title One meeting will be offered at our school’s Parent Meet and Greet on October 11th.

-A recorded Title Informational meeting has been recorded and uploaded to the Kenmore Elementary Website.

1. We will offer flexible meeting and family event times related to Parent and Family Engagement.

-Family Events: The goal is to support communication with families around how to best engage students in learning at home. Families have been asked to share ideas for Family Event content as part of our Title One Climate survey that was made available to families in October and November. The events are often held in the evening to support work schedules for those who are able to attend synchronously. Events will also be recorded for asynchronous viewing when possible.

1. Kenmore Elementary will involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116.

* Families were made aware of the strategic focus in the September addition of our principal’s newsletter. This newsletter can be translated into most languages.
* On October 11th, families were informed about the strategic focus at the Annual Title Meeting/ Meet and Greet event.
* Additionally, the School, Parent and Student Compact will be posted on the school website, included in the school newsletter for December and given to families at parent/teacher conferences in both English and Spanish in November.

1. Provide parents of participating children—
   1. When a student is identified for receiving Title One services in math or reading, a district letter is sent home to families in English or Spanish. This letter explains Title One and the services that the child will be receiving. As part of this letter, families are encouraged to contact the classroom teacher or Title One teacher if they have questions about the program. This district letter is also available on the school website in both English and Spanish. Also, a personalized letter from the Title One teacher providing the services, is sent home to encourage two-way communication with families.
   2. Additionally, as part of the Annual Title Meeting, the process of how students are identified and what service typically looks like, is explained.
   3. If requested by families, there are opportunities for regular meetings between the family, classroom teacher and Title One teachers to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
   4. In the Fall, families are encouraged to complete an electronic survey to share their early experiences and hopes for the school year and to provide feedback around the Title One support.
2. If the school-wide program plan is not satisfactory to the parents of participating children, we will submit comments on the plan when the school makes it available to the district.

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 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 at the start of the school year in Kindergarten, parent/teacher conference in November for all grades, and during the year when concerns or questions arise.

-Provide frequent reports to parents on their child’s progress. (Progress reports two times a year and report cards two times a year. The Title One teacher, Title para-educator and classroom teacher will collaborate bi-monthly around student progress.

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child’s class and observation of classroom activities.

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

-Provide opportunities to build partnerships between school and families, which support academic achievement.

-Parent-Teacher Conferences, Volunteering/Observing, Family Events, communication through Schoology as well as emails, zoom, texts and phone messages.

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.

* Families learn this information through parent-teacher conferences, and teacher communications home.

1. Provide materials and training to help parents to work with their children, such as literacy training, how to support math fluency and using technology (at the school and district level).

* Our Family events serve to support parents in working with their children at home in the areas of reading, math and social/emotional learning. Based on feedback from families and our Strategic Action Plan (SAP) we hope to host family events in reading, math and social/emotional learning.

1. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of strengthening parent and community partnership to increase academic achievement.

* Kindergarten teachers will share the data from the WA-kids assessment with families.
* Teachers have been trained on our new curriculum, “Into Reading” by Houghton Mifflin and how to best help parents understand how their child is performing in reading and writing.
* All classroom teachers receive job-embedded professional learning through the Washington State 8 Criterion evaluation, specifically focused on C7: Communication with Families
* Title One, EL, and LAP teachers receive support from district leaders on how to support families.
* Based on our Strategic Action Planning process, staff has deepened their understanding of the imperative connections that are needed between home and school. Additionally, staff will have the opportunity to attend professional development that focuses on serving traditionally underserved populations, students below grade level, and those from diverse backgrounds.
* Teachers have the opportunity to attend professional development about equity and diversity at the school and district level.

1. 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.

* Collaboration occurs between the Title One Family Advocate and Head Start Family Support workers to support families of students shared between the preschool and K-5 programs.
* Weekly, LAP, EL and Title staff meet to discuss programmatic initiatives and students of concern in a professional learning community, which includes coordinating communication with parents based on necessary tiered interventions.

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

-For all Family Nights, parent-teacher conferences and various school activities, interpreters are available to support family members who speak languages other than English.

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.

PART IV-ADOPTION – This Kenmore Elementary Parent and Family Engagement Policy/Procedures have been developed with input at Annual Title One meetings and through the school’s Climate Survey.

The Parent and Family Engagement Policy/Procedures were revised by Kenmore Elementary 11/14/22 and will be in effect for the period of 2022-2023. The school will distribute the Title One Compact to all parents and will make the Engagement Policy available to the community on or before 12/16/21.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Title I Authorized Representative Date