

# Mill A School Parent and Family Engagement Plan

Mill A School recognizes that parent and family engagement helps all students achieve to the best of their ability. To promote parent and family engagement, the school adopts the following plan, which describes how the administration and staff of Mill A School will involve parents and family members of Title I students in developing and implementing the district's Title I programs.

## District-Wide Parent and Family Engagement

Mill A School will promote parent and family engagement through the following:

- A. Parents and family members will be involved in jointly developing the school's Title I plan. *In an annual meeting held at Mill A School, school administration and staff will review the existing Title I plan with parents and family members and facilitate discussion about possible modifications. In addition to a meeting at the school, other possible means of gathering feedback and input on the school Title I plan may include an online survey or mailed questionnaire.*
- B. The school will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this plan in improving the academic experience for all Title I served students. At that meeting, the following will be identified:
  1. Barriers to greater participation by parents in Title I activities;
  2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  3. Strategies to support successful school and family interactions.

The school will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The school will facilitate removing barriers to parental involvement by doing the following: *In an ongoing effort to facilitate greater parent and family involvement, school administration and staff will coordinate Title I meetings with other meetings/events (ex. Fall and/or Spring conferences). Title I meetings may also be conducted in the evening or weekend if it is determined that alternate meeting times would increase parent and family involvement in the annual Title I program review.*

- C. Mill A School commits to the following in an ongoing effort to support a partnership among schools, parents, and the community with the ultimate objective of improving academic achievement of all students.
  1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
    - a. Washington's challenging academic standards;
    - b. State and local academic assessments, including alternate assessments;
    - c. The requirements of Title I;
    - d. How to monitor their child's progress; and
    - e. How to work with educators to improve the achievement of their children.
  2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.  
*The school will regularly post success stories, articles, and data related to parent and family involvement and student success to the school facebook page and weekly bulletin. During Fall open house and/or registration meetings, parents will be provided with data-driven information related to student success and parent and family involvement.*

3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
  - a. Reach out, communicate with, and work with parents as equal partners;
  - b. Implement and coordinate parent programs; and
  - c. Build ties between parents and the school.
4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
  - a. Head Start;
  - b. Even Start;
  - c. Learning Assistance Program;
  - d. Special Education; and
  - e. State-operated preschool programs.
5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.  
*Information on all district programs will be provided at the beginning of the year in printed form (in the primary language of the parent/family), and will be available throughout the year on the district website.*

### **School-Based Parent and Family Engagement Policies**

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- A. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- D. Provide parents of Title I students the following:
  1. Timely information about Title I programs;
  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 achievement levels of the challenging state academic standards; and
  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 suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
  1. Annual parent-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
  2. Frequent reports to parent's on their children's progress;
  3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  4. 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.