

Martin Sortun Elementary School

Parent and Family Engagement Policy/Plan and Procedures

2023-2024

At Martin Sortun, we value and embrace the diversity of our community. As educators, we are committed to producing an equitable and inclusive environment that promotes academic and social-emotional growth and a sense of belonging where learning is engaging and interactive.

1. 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.
  - x Before school year events (i.e. ice cream social, Martin Sortun community bbq) will be available to connect with families and seek input towards establishing strong school home partnerships.
  - x Bi-monthly family informational nights will be offered where parents and families will have opportunity to provide feedback. Child care will be offered at no cost for families to attend.
  - x Teachers are available before and after school each day to schedule meetings with families. Children are welcome at meetings, and we work to provide childcare when necessary.

1116. 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.

- x We utilize regular PTA meetings to liaison and work with parents and are used to develop the focus for the school improvement planning and how families/parents can support the school's academic initiatives. In addition, PTA and families will have the opportunity to review the plan and offer their input.
- x Our Family Engagement committee, which includes staff, administration and parents will review and evaluate the schoolwide plan, including the parental involvement plan, and the school compact.

1. 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.
  - x At every parent/teacher/student meeting all participants are invited to actively discuss the educational plan for students. In addition to Back to School/Curriculum Night, topics include curriculum being used, instructional and learning strategies employed and how we might intervene to support students in making appropriate growth toward standards.

1. 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.
  - x Family Engagement Survey and comments.
  - x November Martin Sortun Family input survey

## PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC SBI/dArtifact

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 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.

- x Progress reports and report cards are provided to families two times a year, electronically and via hard copy. Teachers use newsletters/email to inform parents of significant areas of focus and upcoming events, as well as a variety of individualized communication methods are used to maintain a unified understanding of student goals and progress. Other means of communication include phone calls, Talking Points messages, and classroom visits. We encourage families to volunteer in the building and find ways that match their interests and skills. Our Home/School Compact lays the basis for shared responsibility in supporting learning.

### 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:

- x Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
- x State standard and classroom expectations are shared at Curriculum Night and throughout the year at various student meetings. Student progress, again, is shared at meetings, on progress reports and report cards. Students and families also have immediate access to updated information via Skyward
- x 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).
- x Our administrators, office workers, and School Success Coaches work with families to provide training on our Student information System Skyward. This allows families access to the most updated student progress, attendance, and disciplinary actions.
- x We are planning events in partnership with our PTA as Technology Usage and information nights.
- x Other events such as family resource and information nights are being planned to inform families of all academic resources available to them.
- x Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.
- x Annual Title 1 Professional Development days and professional development throughout the year, include components such as building relationships with students and families centered on cultural and linguistic assets. Research and texts written by authors such as Zaretta Hammond, John Hattie, Nancy Fisher, Douglas Frey serve as the foundation for this work.
- x Coordinate and integrate technology use to support learning and assessment.

- x Seven teachers are participating in intensive training related to establishing effective PLCs throughout the course of the school year, above and beyond the normal expectation of building professional development.
- x 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.
- x We provide transportation to school events when necessary. Childcare is provided as necessary, and children are welcome at all events.
- x May train parents to enhance the involvement of other parents.
- x Families are trained in the use of Skyward and volunteer to teach others how to use it. We promote and advertise events such as Family Academic Nights.
- x May arrange school meetings at a variety of times, or conduct virtual 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 increase Parent and Family Engagement and participation.
- x Home visits are periodically made with the School Success Coaches, Administrators, and teachers as needed. We provide flexible options for meeting with families such as early morning, late afternoon, phone call or via MS Teams.
- x May adopt and implement model approaches to improving Parent and Family Engagement.
- x 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.
  - o Parents of students from various levels and ethnic backgrounds are invited to participate in our monthly Family Engagement Committee with Martin Sortun teachers, staff and administrators.
- x May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.
- x We partner with local businesses for Family Engagement Activities.

### 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.

- x KSD provides free and reduced meals applications in English, Spanish, and Chinese with other languages available as needed. English and Spanish are the top languages spoken among families at Martin Sortun. A family home language survey is also administered to identify specific translation needs amount our families

PART IV-ADOPTION – This Martin Sortun 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 ~~ing~~ minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by Martin Sortun Elementary on 7/3/2023 and will be in effect for the period of 2023-2024. 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 06/30/24.

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Signature of Title I Authorized Representative

7/3/22

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Date