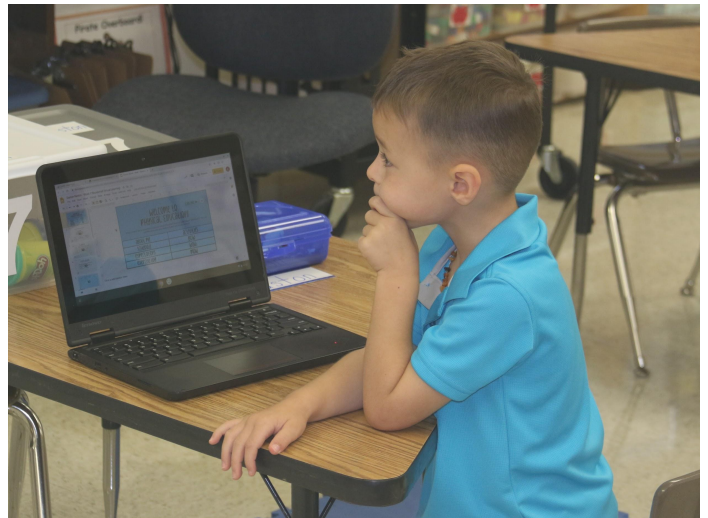




# School District of Washington Brief: Parent and Community Engagement Events



November 2021

# Parent and Community Engagement

## Purpose and Process

In order to gain valuable insight from parents and community members on the District focus areas, a Parent Engagement Night was scheduled for each school throughout September and October. In addition, a Community Engagement Luncheon was scheduled in early November to gather the same feedback from our community patrons. We appreciate the over 75 parents and community members that participated and provided instrumental perspectives and information to increase structures and strategies for our students' success.

During each event, members of the District administration including Dr. Jennifer Kephart, Mrs. Maranda Anderson, and Mrs. Rachael Wilcox led participants on a feedback activity with the purpose of:

- Discussing family perspectives on topics impacting your child's school and the District
- Identifying common needs and goals
- Providing insight and gathering input from parents and community members around aligned goals
- Garnering feedback to show transparency and build trust in new leadership
- Facilitating communication between and among parents, the community, and the District

The engagement occurred around the following three topics which align with the [2019-2024 SDOW Strategic Plan](#) and the 2021-2022 Annual Goals:

- Curriculum, Instruction, and Assessment
- Social Emotional Learning
- Workforce and Life Readiness

This document serves as a combination of key thoughts shared by parents and community members, the intersection of topics, and action steps - both short and long term - that the District plans to take due to the input and vision casting provided at these events.

### **This vision is in full alignment with our District mission:**

*Our Mission is to inspire achievement, character, and personal growth in all students as they pursue and succeed in college, careers, and life.*

### **The ultimate goal:**

*We will ensure each student has an opportunity to explore their career passions and interests through experiences in our businesses and industries prior to graduating from Washington High School.*

## Defining District Practices Based on Parent and Community Feedback

### **What is Curriculum, Instruction, and Assessment in the School District of Washington?**

Curriculum includes the standards and skills taught to students as defined by the State and District. Instruction involves the presentation and instructional strategies being utilized in each classroom to teach the specified standards/skills. Assessment is the process of determining where each student is in relation to the learning progression towards mastering the standards/skills being taught.

**Examples:** Pacing guides, hands-on activities, tests, teaching students how to think, assessments, differentiating instruction to meet students needs, foundational skills, goal setting  
**Non-Examples:** Teaching students what to think, participation grades/awards, Common Core Standards

### **What is Social Emotional Learning in the School District of Washington?**

Social Emotional Learning is the way children and adults learn to recognize and manage emotions, show care for others, develop relationships, and learn to problem solve in order to make responsible choices. Strong Social Emotional Learning skills are essential life skills needed in both school and postsecondary environments. Additionally, the School District of Washington defines Social Emotional Learning as the way we assist families by inspiring character and personal growth so that our students are life-ready.

**Examples:** Grit, perseverance, respect, responsibility, resilience, overcoming challenges, R.O.C.K, partnership with families and community  
**Non-Examples:** Shame for who a person is, limiting personal beliefs, being told what to think

### **What is Workforce and Life Skill Readiness in the School District of Washington?**

Workforce and Life Skill Readiness prepares our students for life after high school which includes practical skills, communication strategies, and leadership development. Our goal in the SDOW is to ensure each student has an opportunity to explore their career passions and interests through experiences in our businesses and industries prior to graduating from Washington High School.

**Examples:** Critical thinking, confidence, interpersonal and intrapersonal communication skills, work ethics, goal setting, responsible decision making, organization skills, conflict management, and respect  
**Non-Examples:** Only offering college-bound experiences, providing only one path to graduation

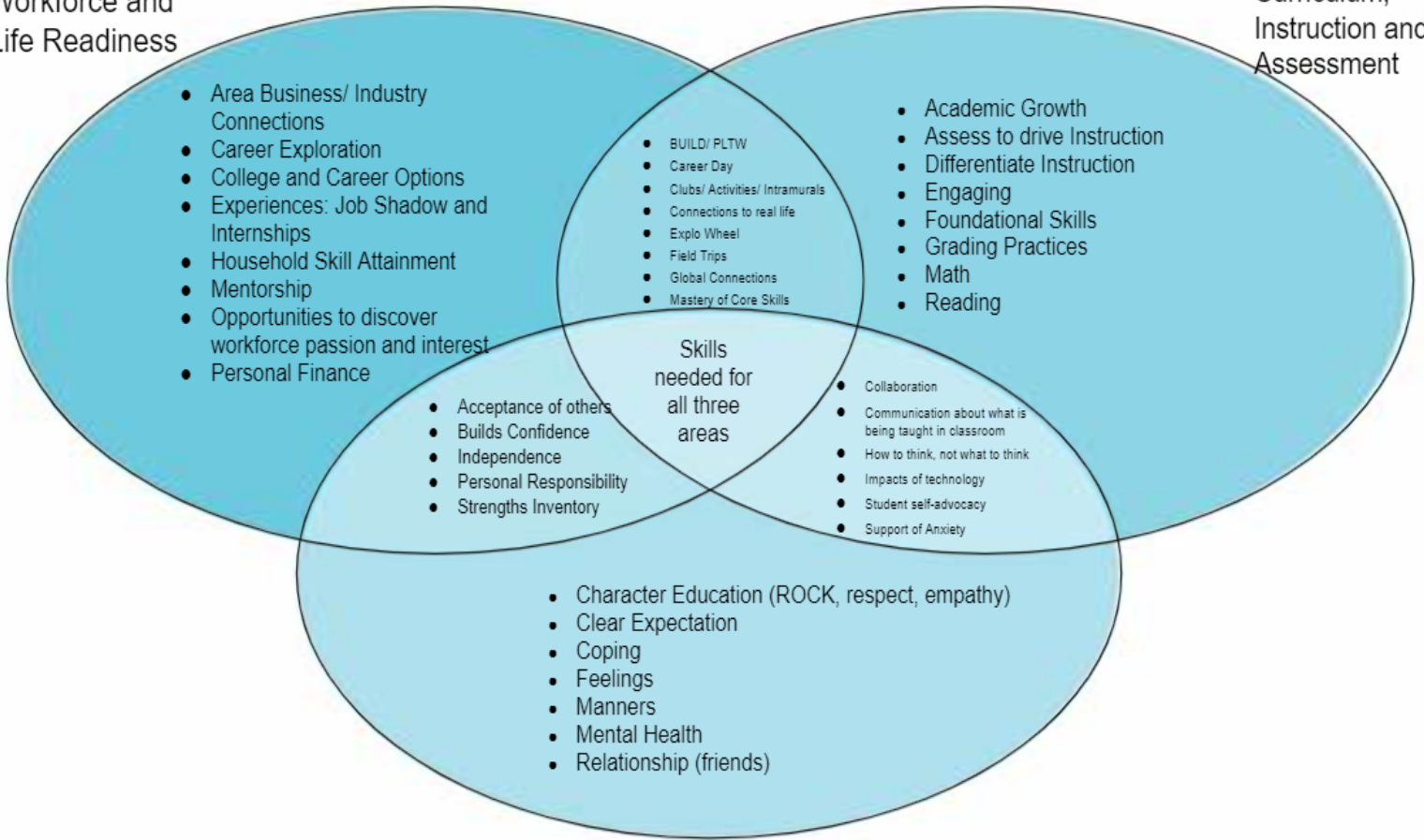




# The Intersection of Parent and Community Perspectives

Workforce and Life Readiness

Curriculum, Instruction and Assessment



Social Emotional Learning



## Skills Needed for all Three Areas

- College/Career planning
- Communication
- Community contributions
- Consistency
- Essential life skills
- Failing forward
- Goal setting
- High expectations for all students
- Independence
- Interpersonal/Intrapersonal communication
- Partner with families
- Problem solving
- Project based learning
- Relationships
- Resilient (overcoming adversity)
- Student voice
- Success in life
- Work ethic



## Overall Themes Shared: Curriculum, Instruction, and Assessment

**Assessment:** Too lengthy, assess more to relieve anxiety, assessment to monitor growth, make sure students are learning, assessments reflect instruction, application of skills, assess to find gaps and adjust instruction, assess for mastery, assess in a variety of ways, assess for learning rather than of learning, include real-life experiences

**Standards:** Explain what is being taught, provide parents a roadmap of skills being taught and a timeline for expected mastery, focus on the basics, make the curriculum public

**Standards-Based Grading:** Grades should be true reflections of student's mastery of skills rather than participation points, help parents understand, more communication, communicate progress/growth, parents and students need feedback

**Critical Thinking:** Application, real-life experiences, problem-solving, teach kids how to think-not what to think (facts, not opinions)

**Essential Skills:** Teaching kids how to learn, study skills, give opportunities to lead and teach others, goal setting, learn from failures and mistakes to build confidence, writing personal thank you notes, job application, not everyone gets a reward, have high expectations, cultural diversity and global citizenship, citizenship and community, self-advocate

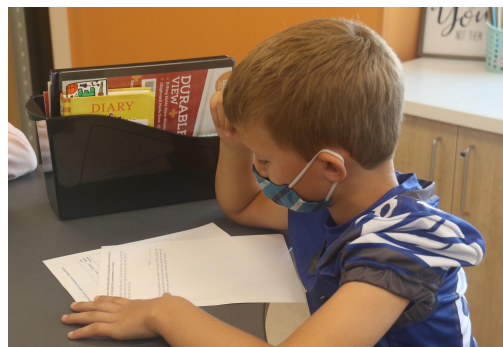
**Distance Learning:** Needs to be rigorous and not just a review from years past

**Partner with Parents:** Partner with parents to ensure learning, increase communication, provide training on Lumen- grading- instruction, bring community members to discuss career connections to instruction, field trips, provide a "road-map" of skills for parents

**Consistency:** Uniform between skills, consistent rigor between and within grade levels, common language, and vocabulary

**Individualization:** Unique to students, serving their individual needs, knowing the whole child's interests and motivations, match learning activities to interest, meet kids where they are in their learning progression and grow students from there, find out WHY when a child fails and help them succeed, adapt instruction to meet the needs of all learners, provide individualized support as needed through interventions and close gaps as quickly as possible

**Instruction:** Too much computerized instruction is a concern, students needs to hold books and read from them, engage students with hands-on activities, what instructional strategy/techniques are being used to teach the skills, keep updated with the changing times, instill a love for learning (lifelong learner)



## Overall Themes Shared: Social Emotional Learning

**Character Education:** R.O.C.K., character education, restorative practices, WHS EPIC Hour (Exploring Pathways, Interests, and Careers), character values, belonging, voice & choice, Student of the Month, Blue Jay Way

**Counselor Lessons:** Communicate what is taught and how often

**SEL Skills:** Respect, empathy, confidence, resilience, EQ (Emotional Intelligence), communication, collaboration, problem solving, relationships, coping skills, self-regulation skills, happiness, kindness, work ethic, gratitude, independence, compassion, self-acceptance

**Balanced Needs:** Whole child, executive functioning skills, making wellness skills a common practice rather than just helping those with the greatest needs, knowing each student individually, Maslow's Hierarchy of Needs

**Communication:** Interpersonal communication, respect, basic manners, life ready, setting up for life success, working through disagreements

**Partner with Parents:** SEL should support families, taught at home reinforced at school, increase transparency, appropriate social media use

**Examples of SEL:** R.O.C.K., common expectations, modeling, community resources, size of the problem, play, PBIS (Positive Behavior Instructional Supports), Trauma Informed Schools, real world connections

**Classroom Support:** Teachers are not therapists, support for special needs students, support for adults, kids learn by doing, experiences in the classroom and beyond, listening to understand, post graduation skills, consistency

**Bullying:** Problem solving, teaching kids to appropriately stand up for themselves and others, kids should not feel isolated, social media issues, prevention

**Concerns:** COVID, academic gaps, political agendas, mental health needs, suicide, impact of technology, use of social media

**Behavior:** Teaching expectations, restorative practices, accountability, respect for authority, building and influencing the adults of tomorrow



## Overall Themes Shared: Workforce and Life Readiness

**Life Skills Attainment:** Laundry, cooking, basic home maintenance, gardening, finance, changing a tire, home economics, manners, child development, volunteer service

**Essential/Soft Skill Attainment:** Critical thinking, confidence, interpersonal communication skills, intrapersonal communication skills, work ethic, goal setting, responsibility, decision making, organization skills, conflict management, respect, teamwork, leadership, communication, social media etiquette, understanding failure as growth, building confidence

**Personal Finance Skill Attainment:** Budgeting, checkbook management, work with Junior Achievement, BizTown, student businesses through CAPS, entrepreneurial experiences at a younger age, insurance

**Partnerships with Home:** Communication/parent information on high school opportunities and offerings, assisting new parents to the District, parent training on area careers, parent teaching of life skill development

**Opportunities for Real-World Learning:** Field trips, after-school clubs, Night Shift at FRCC, career days, career fairs, fishing trips, A+, visits to Four Rivers Career Center, health occupations pathways, intramurals, classroom learning experiences, volunteer

**Graduate Connections:** Employment opportunities, resume building, application practice, interview skills, communication skills, practice, job fairs

**Community Connections:** Volunteer experiences, mentorships, job shadowing, community business tours, presentation/speakers in the classroom, internships, Pathways for Teachers, Project Lead the Way, BUILD Academy, showcase opportunities for the variety of area careers, high school job fair, civic responsibility, volunteer/community service organization fair

**Connections to SEL:** Dealing with disappointment, overcoming barriers, independence, personal responsibilities, acceptance of others, communication skills, resilience, failing forward, confidence, social engagement skills

**College and Career Planning:** High School course planning guide communication and use, transition conversations between elementary/middle and middle/high, counselors as academic advisors, military options, STEM (Science, Technology, Engineering, and Mathematics) course options, well-rounded course offerings, WHS ICAP (Individual Career and Academic Plans), WHS EPIC Hour (Exploring Pathways, Interests, and Careers), dedicated 4-year advisor/mentor



**Connections to Career Passions and Interests:** Providing opportunities to discover, tied to area businesses, strengths inventory, supported through coursework, common language with community, supported through clubs and intramurals, start early in making these connections



## Short-Term, Actionable Steps and Strategies

\*Overlap with other focus areas

### Curriculum, Instruction, and Assessment

From Engagement Event Feedback:

- Increase communication around skills attainment, support and data collection
- Review resources to increase fact fluency and foundational skills in mathematics and reading
- Provide real-time assessment data to inform instructional decisions.\*



From Annual Goals:

- Provide ongoing professional development and support for the implementation of instructional resources and strategies.\*
- Provide engaging, hands-on learning experiences.\*

### Social Emotional Learning

From Engagement Event Feedback:

- Shifting the Parent Summit night to a Parent Summit Series
- Refresh R.O.C.K. Character Education Program
- Defining Social Emotional Learning
- Opportunity for parent voice in developing Social Emotional Learning plan
- Provide opportunities for students to learn essential, life ready skills beneficial for employment

From Annual Goals:

- Develop a Social Emotional Learning plan
- Increase student belonging
- Parent Summit Event

### Workforce and Life Readiness

From Engagement Event Feedback:

- Creating a structure for financial literacy across the grade spans
- Increasing communication opportunities for families regarding high school offerings and school transition years
- Career fair and job fair expansion
- Increase volunteer opportunities throughout our schools
- Workforce connection committee

From Annual Goals:

- BUILD expansion with PLTW robotics and automation\*
- Interest Inventory and common language utilization for career passions/ interests\*
- Revisit Pathways to Teacher as a connection between our teachers and area businesses
- Partnering with businesses and industry to increase student experiences



## Long-Term Commitments

- Ongoing focus on increasing student success in mastering reading skills
- Enhance and maintain a robust digital environment for all students
- Continue to provide aligned instructional resources
- Utilize data to drive instructional practices focused on individual student needs
- Provide structured intervention for the academic, social-emotional, and behavior needs of individual students
- Implement Social Emotional Learning plan developed in the 2021-2022 school year
- Increase transparency around Social Emotional Learning
- Create a structure for business and industry partnerships
- Expanding career pathway opportunities at the high school
- Partner with parents to enhance life skill readiness
- Partner with area business and industry to align academic learning and essential workforce skills

