



## John Adams Elementary School

### Parent and Family Engagement Policy/Plan and Procedures

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

- A. John Adams 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 on October 21<sup>st</sup>, 2021.
- 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. The meeting was held on September 17<sup>th</sup>, 2021 via *Zoom*.
- 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. In addition, this document was discussed at Parent Teacher Association Meetings and monthly Conversations with the Principal.
- 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 Parent and Family Engagement policy was discussed at several events, and parents were given the ability to provide questions, comments, or feedback to the policy using an ongoing *Google* form, which was provided via dojo, email, newsletter, social media, and website in December 2021.
- E. Implement an effective means of outreach to parents of English learners, in a language the parents can understand, to inform them regarding how they can—
  - be involved in the education of their children; and
  - be active participants in assisting their children to—
    - attain English proficiency;
    - achieve at high levels within a well-rounded education; and
    - meet the challenging State academic standards expected of all students

Beyond our Annual Title I Night, Parents are providing updated information regarding involvement in their child's education through weekly newsletters, parent events, and dojo. Also, important documents and information is provided in English, Spanish, Arabic, and Amharic.

- F. Provide parents of participating children—

- timely information about programs under this part;
- 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;
- 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.

G. 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 and families in January 2022.

## 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, bi-annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
  - Parent conferences are held twice a year (i.e., November 11<sup>th</sup> -12<sup>th</sup>, 2021 and February 2<sup>nd</sup> – 4<sup>th</sup>, 2022).
  - Conferences will be offered in a virtual setting.
  - Additional conferences will be held at the request of a parent, student or teacher due to a concern or need at any time.
- Provide quarterly reports to parents on their child's progress Specifically, the school will provide reports as follows:
  - Report cards are sent home each academic quarter which include an extensive comprehensive written report from teachers concerning student progress as well as the curriculum covered.
  - Interim progress reports are sent home halfway through each academic quarter with information regarding students' academic and behavioral performance.
  - Parents are also provided reports on their child's progress using email, school-home agendas, notes, and phone calls upon parent or teacher request.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities. Specifically, staff will do the following:
  - Provide engaging learning experiences in our classrooms.
  - Participate in professional development and training in the areas of curriculum and best instructional practices.
  - Determine which techniques and materials work best for each of the students and implement them.
  - Maintain the highest learning expectations for our students.
  - Encourage and acknowledge effective effort.
  - Provide interventions and support for identified students in the areas of math and reading.
  - Support the curriculum and instruction that is provided with take-home materials, supplies and activities for the identified students.
  - Parents will be welcome to request an opportunity to observe their child in class; limited to one hour per month when COVID protocol allows. School staff will arrange a meaningful visit that is the least disruptive to the class.
  - Parents are encouraged to volunteer and participate virtually at any the Parent-Involvement evening meetings or during the day once previously arranged by the parent, the teacher or other volunteer coordinator.
- 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. Specifically, parents and teachers can communicate by the following methods:
  - Parents have access to teachers at school by phone calls, class dojo, *Clever*, written notes, and email.
  - Staff Directory: <http://www2.acps.k12.va.us/email/>
  - Parents are encouraged to use the designated conference times during the fall and winter to consult with teachers.
  - Parents are encouraged to request a meeting before school or after school with the teachers.

- Parents may consult with teachers during any of the virtual Parent-Engagement evening programs that are held during the school year.

## 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:**

- Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
- 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).
- Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.
- 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.
- 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.

To ensure effective involvement of parents and support a partnership among the school, parents, and the community to improve student academic achievement, John Adams Elementary School with support from ACPS:

- 1) Shall involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- 2) Shall 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.
- 3) 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. Also, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs; conduct other activities such as parent resource centers that encourage and support.
- 4) May train parents to enhance the involvement of other parents.
- 5) 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.
- 6) May adopt and implement model approaches to improving Parent and Family Engagement.
- 7) 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.
- 8) May develop appropriate roles for community-based organizations and businesses in Parent and 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.

This document will be offered to families via dojo, email, school website, and social media. It will also be translated into John Adam's top four languages (English, Spanish, Arabic, & Amharic), which will be available on the school's website and hardcopy in the welcome center.

PART IV-ADOPTION – This John Adams Elementary School 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 Adams Elementary School on 12/14/2021 and will be in effect for the period of 2021-2022. 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 January 2022.

Signature of Title I Authorized Representative

Date:

**Name and Signature of Parents, Students, and Staff Involved in the Policy Development Process:**

Name: Dr. Alicia Kingcade, Principal

Signature:

Name: Rachel Otte, Assistant Principal

Signature:

Name: Mark Luther, Assistant Principal

Signature:

Name: Sara Bycura, Kindergarten Team Lead

Signature:

Name: Alexandra Bender, First Grade Team Lead

Signature:

Name: Bobbi Wade, Second Grade Team Lead

Signature:

Name: Sherry Ganuelas, Third Grade Teacher

Signature:

Name: Mary Whorl, Fourth Grade Team Lead

Signature:

Name: Veronica Albecker, Fifth Grade Team Lead

Signature:

Name: Jeretha Thomas, EL Teacher

Signature:

Name: Corrine Anyanwu, Special Education Accountability Specialist & Team Lead

Signature:

Name: Althea Huggins, School Nurse & SST Team Lead

Signature:

Name: Cindy Hamilton, Math Coach

Signature:

Name: Meredith Fortner, Reading Coach

Signature:

Name: Jeffrey Palmer, Science Coach and Title I Liaison

Signature:

Name: Emily Godfrey, Parent Representative

Signature:

Name: Todd Ramsburg, PTA President

Signature:

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