

# **Parkway Elementary School**

School Year: 2024-2025

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

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

- A. Parkway Elementary School 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.
  - a. In consultation with school personnel, community members, and families, the Policy was adopted on December 9, 2024.
  - b. A list of committee members responsible for the writing of this policy can be found on the last page of the policy.
  - c. This policy was distributed to families of participating children and to the extent practical, provided in a language the families can understand.
  - d. This policy shall be made available to the local community via the school website. If the Family Engagement Policy plan is not satisfactory to the families of participating children, the local educational agency will submit any family comments with the application when the plan is submitted to the state.
  - e. This Family Engagement Policy will be updated annually to meet the changing needs of families and the school.
- 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.
  - a. August 22, 2024 at Parkway Elementary School.
- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.
  - a. Parkway Elementary School will offer a flexible number of face-to-face or virtual meetings during or after school hours.
  - b. Family Engagement Events 2024-2025
    - i. Mandatory Annual Title I Family Meeting, August 22, 2024
    - ii. Parkway Family Meet and Greet and Community Cookout, August 22, 2024
    - iii. BIST Parent Information Night, September 19, 2024
    - iv. Family Math Night (Grades 3-5), October 16, 2024
    - v. Family Literacy Night, November 20, 2024
    - vi. Cookies, Cocoa, and Coding, December 4, 2024
    - vii. Wake Up with Math (Grades K-2), February 7, 2025
    - viii. STREAM Night, March 11, 2025
    - ix. Langley Federal Credit Union Kid's Marketplace, April 9, 2025
    - x. Night at the Living Museum, May 8, 2025

- 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.
  - a. Dates and times were planned for 2024-2025 family meetings and Family Engagement events based on family responses from previous years' *Annual Family Engagement Survey*.
  - b. Host School Planning Council Meeting(s) to review student data, discuss school initiatives, and give families an opportunity to ask questions and/or share concerns.
- 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-
  - a. be involved in the education of their children; and
  - b. be active participants in assisting their children to-
    - i. attain English proficiency;
    - ii. achieve at high levels within a well-rounded education; and
    - iii. meet the challenging State academic standards expected of all students
  - c. Action Steps-
    - i. Utilize communication platforms (e.g. Seesaw) that allow for translation into various languages.
    - ii. Invite translators to Family Engagement events.
- F. Provide parents of participating children-
  - a. timely information about programs under this part;
  - b. 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;
  - c. 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.
  - d. Action Steps-
    - i. The Family Engagement Liaisons and members of the Family Engagement Review Committee will develop the Parkway Elementary Family Engagement Policy.
    - ii. The Policy will be shared with the school community for input, feedback, and necessary amendments.
    - iii. Parent/Guardian Workshops will be offered to share curriculum and assessments.
- G. If a 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.
  - a. Submissions may be made to the Family Engagement Liaisons or the Administration.

## **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.

- A. 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.

- a. These conferences will be held as needed, during mutually agreed upon date(s) and time(s) between the parent/guardian and teachers.
- B. Provide frequent reports to parents on their child's progress.
- a. Quarterly Progress Reports for students performing below grade level (October 3, 2024; December 16, 2024; March 6, 2025; May 19, 2025)
  - b. Quarterly Report Cards (November 7, 2024; January 30, 2025; April 10, 2025; June 23, 2025)
  - c. Parent/Guardian-Teacher Conferences (as needed)
  - d. Standardized Assessment Results (as made available)
  - e. Teacher Phone Calls/Letters/E-mails/Seesaw (as needed)
  - f. Descriptive Feedback (on student work)
  - g. Feedback Folders (these folders go home every Tuesday)
- C. Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- a. Our staff will be available to meet with parents/guardians when requested in a timely manner.
  - b. Our staff will be available through email, phone calls, and/or other learning platforms (e.g. Seesaw). All attempts will be made to make contact within 24 hours.
  - c. Parents/guardians are encouraged to complete and return a division-wide volunteer information form at the beginning of the school year.
  - d. Parents/guardians can coordinate volunteer opportunities in their child's classroom through the classroom teacher or the Volunteer in Education coordinator.
- D. 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.
- a. Utilize communication platforms (e.g. Seesaw) that allow for translation into various languages.

### **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:**

- E. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
  - a. Hold Math Parent Workshop.
  - b. Provide city-wide training for members on the Family Review Committee.
  - c. Technology Apps to communicate with families concerning student progress.
- F. 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).
  - a. Send quarterly newsletters which include family suggestions on how to help their children at home with math and reading.
  - b. Provide family training at Family Engagement events.
  - c. Share how computer-based programs such as Sora, Achieve 3000, Lexia, Imagine Math, Seesaw, Nearpod, and Google Suite can be used at home.

- d. Provide social/emotional books for each child with a lesson families can follow while working with their children.
- G. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parents and their communities to increase academic achievement.
  - a. Professional development provided to staff during staff meetings and collaborations.
- H. 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.
  - a. Provide family training during city-wide family engagement training in November, March, and April.
- I. 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.
  - a. Save the Date notices, fliers, and reminders are sent home in student folders and through Seesaw by the school.
  - b. As needed, teachers will send personal invitations to families by newsletters, technology apps (e.g. Seesaw and Remind), and personal phone calls.
  - c. Alert Now messages will be sent over the phone.
  - d. Emails and texts will be sent through School Messenger.

**The following are allowable activities:**

- 1) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - a. Conduct Needs Assessment: Begin by conducting a comprehensive needs assessment to identify specific areas where parental involvement can enhance the effectiveness of teacher, principal, and educator training. This assessment should gather insights from parents, teachers, and educational administrators to understand their perspectives on what aspects of training could benefit most from parental input.
  - b. Establish Collaborative Workgroups: Form collaborative workgroups that include parents, teachers, principals, and other educators to actively participate in the development of training programs. These workgroups should be designed to foster open communication, mutual understanding, and the exchange of valuable insights. Ensure that these groups are representative of diverse perspectives within the educational community.
  - c. Implement Feedback Mechanisms: Integrate continuous feedback mechanisms throughout the training development process. Establish channels for ongoing communication between parents, teachers, and educators involved in the training initiative. Regular feedback loops will enable adjustments based on real-time insights, ensuring that the training content remains relevant, engaging, and aligned with the shared goals of the educational community.
- 2) May 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.
  - a. Financial Assessment and Planning: Begin by conducting a thorough financial assessment to determine the availability of funds for literacy training within the district. Identify and explore all existing funding sources that could potentially support literacy training initiatives. Once other sources have been exhaustively considered and ruled out, develop a comprehensive financial plan to allocate funds received under this part specifically for literacy training.
  - b. Prioritize Literacy Training Needs: Prioritize literacy training needs based on district and state assessments: Reading Inventory, VALLSS, VDOE Growth Assessments, VDOE Reading/Writing SOLs.

Identify key areas where literacy training is most urgently needed and where it can have the greatest impact. This prioritization should guide the allocation of funds to address specific literacy challenges within the district, ensuring a targeted and effective use of the available resources.

- c. Establish Transparent Accountability Measures: Implement transparent accountability measures to track the allocation and utilization of funds for literacy training. Develop a reporting system that clearly outlines how the funds are being used, the progress made in literacy training initiatives, and the outcomes achieved. This transparency ensures that all stakeholders are informed about the responsible and effective use of funds allocated for literacy training after exhausting all other available sources.
- 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.
  - a. Needs Assessment and Planning: Conduct a needs assessment to identify barriers preventing parents from participating in school-related meetings and training sessions. This assessment should include factors such as transportation and childcare costs. Once identified, develop a comprehensive plan to address these barriers, ensuring that reasonable and necessary expenses are allocated to facilitate parent participation.
  - b. Establish Support Programs: Implement support programs that specifically target transportation and childcare needs for parents attending school-related activities. This could involve collaborating district transportation services, creating carpools, or providing childcare services during meetings and training sessions. Establish clear communication channels to inform parents about the available support programs and how they can access assistance for transportation and childcare costs.
- 4) May train parents to enhance the involvement of other parents.
  - a. Develop a Parent Training Program: Design a comprehensive training program specifically aimed at equipping parents with the skills and knowledge needed to enhance the involvement of other parents. This program should cover effective communication strategies, community engagement techniques, and ways to promote a positive and collaborative school environment. Consider collaborating with experienced educators, community leaders, or parenting experts to develop and deliver the training content.
  - b. Establish a Peer Mentorship System: Implement a peer mentorship system where trained parents can serve as mentors to others seeking to enhance their involvement. Pair experienced and trained parents with those who are newer to the school community or less involved. This mentorship system fosters a supportive network among parents and helps disseminate the knowledge gained through training. Encourage regular communication and collaboration among parent mentors and mentees.
  - c. Organize Parent Workshops and Events: Create opportunities for trained parents to share their experiences and insights with the broader parent community through workshops and events. These sessions can serve as forums for discussing successful strategies, addressing common challenges, and fostering a sense of community among parents. Additionally, these events can be platforms for ongoing training, ensuring that the knowledge transfer continues and that parents feel empowered to actively contribute to the school community.
- 5) May arrange school meetings at a variety of times between teachers or other educators who work directly with participating children and parents/guardians who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation.
  - a. Flexible Meeting Scheduling: Implement a flexible scheduling approach for school meetings by offering them at a variety of times to accommodate diverse parent schedules. Consider holding meetings during different parts of the day, including evenings or weekends, to ensure that parents with various commitments can participate. Use surveys or feedback mechanisms to identify optimal meeting times based on parent preferences, and adjust schedules accordingly.

- b. **Virtual Option:** Introduce virtual conferences as an alternative for parents who are unable to attend meetings at school. Facilitate direct communication between teachers or educators and parents in the comfort of their homes. Ensure that the necessary technology and support are available to both educators and parents for seamless virtual engagement.
  - c. **Communication and Outreach Strategies:** Develop robust communication and outreach strategies to inform parents about the variety of meeting options available. Use multiple channels, such as parent newsletters, the school website, Seesaw, and AlertNow, to disseminate information about meeting schedules and virtual options. Emphasize the importance of Parent and Family Engagement and encourage parents to choose the participation method that best suits their needs. Regularly assess the effectiveness of these strategies and make adjustments based on feedback and evolving circumstances.
- 6) **May adopt and implement model approaches to improving Parent and Family Engagement.**
  - a. **Research and Select Model Approaches:** Conduct thorough research to identify existing model approaches and best practices for improving Parent and Family Engagement. Explore successful programs implemented in similar educational settings or regions. Consider consulting educational experts, research institutions, and community organizations to gather insights. Once identified, select model approaches that align with the specific needs and goals of the school or district.
  - b. **Customize and Adapt Models to Local Context:** Tailor the selected model approaches to fit the unique characteristics and context of the school or district. Analyze the demographic and cultural aspects of the community to ensure that the adopted approaches resonate with the diverse parent population. Customize communication strategies, engagement activities, and resources to address the specific challenges and opportunities within the local context. Collaborate with stakeholders, including parents, teachers, and community leaders, to ensure a collaborative and inclusive implementation.
  - c. **Provide Training and Resources:** Develop a comprehensive training program for educators, administrators, and other stakeholders to effectively implement the adopted model approaches. Offer workshops, seminars, or online training sessions to ensure that all involved parties understand the principles and practices of the chosen models. Additionally, provide necessary resources, such as informational materials, guides, and tools, to support the consistent application of these approaches. Continuous professional development opportunities should be offered to keep educators and administrators informed and equipped to sustain effective Parent and Family Engagement initiatives.
- 7) **May establish a school parent advisory council to provide advice on all matters related to Parent and Family Engagement in programs supported under this section.**
  - a. **Formation of the Parent Advisory Council:** Initiate the establishment of a school parent advisory council by inviting all parents/guardians to participate. Advertise the opportunity for parents to join the council and express their interest.
  - b. **Regular Meetings and Feedback Mechanisms:** Schedule regular meetings for the parent advisory council to discuss matters related to Parent and Family Engagement. Create a platform for open dialogue, where council members can provide valuable advice, insights, and feedback. Implement feedback mechanisms, such as surveys or suggestion boxes, to gather input from a broader parent community. Ensure that the council's recommendations are carefully considered in decision-making processes, demonstrating a commitment to collaborative governance and fostering a strong partnership between parents and the district.
- 8) **May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.**
  - a. **Needs Assessment and Partnership Identification:** Conduct a needs assessment to identify areas where community-based organizations (CBOs) and businesses can contribute to Parent and Family Engagement activities. Identify potential partners that align with the goals and values of the school or district. Establish

clear criteria for selecting organizations and businesses based on their capacity to support and enhance parental involvement. Foster relationships with community leaders and business owners to gauge their interest in contributing to education-related initiatives.

- b. Collaborative Partnership Planning: Engage in collaborative planning sessions with selected community-based organizations and businesses to define appropriate roles in Parent and Family Engagement activities. Clearly communicate the goals of the engagement and identify specific areas where each partner can add value. Develop a memorandum of understanding (MOU) or partnership agreement outlining roles, responsibilities, and expectations. Ensure that the roles assigned align with the strengths and resources of each organization or business, promoting a mutually beneficial and effective collaboration.
- c. Implement and Evaluate: Implement the planned roles for community-based organizations and businesses in Parent and Family Engagement activities. Monitor and assess the effectiveness of these partnerships regularly. Establish communication channels to ensure ongoing collaboration and address any challenges that may arise. Collect feedback from parents, educators, and partners to evaluate the impact of the involvement of community organizations and businesses. Use this feedback to make adjustments and improvements to the partnership model, fostering a sustainable and positive relationship between the school or district and external stakeholders.

### 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.

- A. Provide translation services at family engagement events.
- B. Utilize communication platforms with translation capabilities (e.g. Seesaw).
- C. Provide announcements (e.g. Alert Nows) in two languages: English and Spanish.

PART IV-ADOPTION - This Parkway 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 Parkway Elementary School on 12/09/24 and will be in effect for the period of 2024-2025. 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 012/31/24.

Signature of Title I Authorized Representative Beth Allen

Date: 12/09/24

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

**Name:** Dr. Katie Catania

**Role or Title:** Principal

**Signature:** Katie Catania

**Name:** Brigitte Arlaud

**Role or Title:** Library Media Specialist (Family Engagement Liaison)

**Signature:** Brigitte Arlaud

**Name:** Shannon Stoner

**Role or Title:** Teacher (Family Engagement Liaison)

**Signature:** Shannon Stoner

**Name:** Alyssa Hennig

**Role or Title:** Parent

**Signature:** Alyssa Hennig

**Name:** Aisha Rodriguez

**Role or Title:** Parent

**Signature:** A.K. Rodriguez

**Name:** Emily Wolf

**Role or Title:** Parent

**Signature:** Emily Wolf