

Virginia Palmer Elementary

Parent and Family Engagement Policy/Plan and Procedures 2022-2023

Virginia Palmer Elementary is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Virginia Palmer Elementary and home work together to promote high achievement by our children. Neither home nor Virginia Palmer Elementary can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

Virginia Palmer Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Virginia Palmer Elementary intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

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

- A. Virginia Palmer Elementary will work with parents to jointly revise the school **Parent and Family Engagement policy**, **distribute** it to parents, and make the Parent and Family Engagement policy/procedures available to the local community.

List actions- Identify barriers to parents for participation in Title I activities, needs of parents, etc., to assist with learning, strategies to support successful school and family interactions

- Revision meeting held in spring with FACE Liaison, families, and principal. Other school staff can be included.
- Policy will be put on the school website and parents notified where to find it
- Policy written in English and Spanish.

- B. Convene an **annual Title I meeting** to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved.

(Describe when and where the annual meeting will be held)

- Annual Title I Meeting held on November 15, 2022.
- Annual Title I PowerPoint translated into both English and Spanish.
- Spanish interpretation during the meeting

- C. **Offer flexible meetings** and may provide transportation, childcare, or home visits, as such services related to Parent and Family Engagement.

(Describe how flexibility is provided)

- Events are offered at various times during the day to accommodate parents' working schedules.
- Childcare may be provided by Parent University during their workshops.
- Parent Teacher Conferences in Fall and Spring have a wide range of times to schedule meetings. If parent/guardian is unable to attend in person, virtual or phone conferences will be held.

- D. **Involve parents**, in an ongoing and timely way, in the **planning, review, and improvement of Title I programs** including the Parent and Family Engagement Policy and the **school-wide improvement plan**.

(List actions)

- Parents/guardians to be included in the Continuous Improvement Process (CIP) (formerly School Performance Plan) and to fill out surveys.

- Parent input from survey showed that 63% of parents wanted us to focus on reading, and 31% said math.

E. Provide parents of participating children—timely information about programs under this part.

a. 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.

- Curriculum
 - Math – K-1 Bridges, 2-5 Envision
 - Literacy – Benchmark ELA materials
 - Science -- Next-Generation science standards
 - Social Studies – Project Tahoe
- Forms of academic assessment
 - Measures of Academic Progress (MAP) [Assessment / Family Resources: MAP Growth \(washoeschools.net\) & MAP Reading Fluency](#)
 - Common Formative Assessments
 - Leveled Literacy Intervention reading levels
 - School City
 - Unit tests
 - Exit tickets
 - Formative assessment
 - aimswebPlus measures
 - Smarter Balanced Assessment
 - [WIDA ACCESS](#)
- Proficiency levels
 - [Parent Roadmap to the CCSS](#)
 - [Smarter Balanced Summative Guide](#)
 - [Interpretive Guide to the Smarter Balanced Summative Assessment Reports -2018](#)
 - [Resultados en Español](#)
 - [WIDA ACCESS for EL](#)
 - [EL Exit Criteria](#)

b. 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.

- Parents/guardians encouraged to contact the classroom teacher directly with questions or concerns about their child.
- Parents invited to see administration if contacting the classroom teacher does not resolve their questions and concerns.
- Parents/guardians always welcome to observe in their child's classroom
- Communicate with families about school programs and student progress through weekly classroom and monthly school-wide newsletters, progress reports, conferences, and phone calls.
- Curriculum, assessment, and proficiency levels explained during Fall and Spring Parent Teacher conferences.

F. If **school-wide 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.

(List actions)

- Parent input invited at CIP meetings & through survey.
- If parents are not satisfied with the CIP, their comments will be submitted to the district along with the plan.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- A. As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under Title I, a **school-parent compact** (Educational Accord) 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. **Ensure regular two-way, meaningful communication between family members and school staff** and, to the extent practicable, in a language that family members can understand.

(List actions)

- Parent-teacher conferences are held two times a year
- Various methods of communication are used to communicate with parents
 - Phone calls
 - Email
 - Class Dojo
 - ConnectEd
 - Home notes/letters
 - Face Liaison support for families

B. 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:

- 1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.**

(List actions)

- Discuss proficiency levels at conferences and explain MAP and academic data.
- Infinite campus workshop provided for parents to learn how to navigate system, be able to check child's progress daily.

- 2. 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).

(List actions)

- Infinite campus workshop provided for parents to learn how to navigate system, be able to check child's progress daily.

- 3. Provide professional development to teachers**, specialized instructional personnel, and other staff **on the value of parents** and their communities to increase academic achievement.

(List actions)

- Principal will work with teachers in cultural competencies.

- 4. 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.

(List actions)

- Collaboration with Team Up program.
- Introduction to Kinder for parents.
- Bringing in local resources such as Parent University, HOPES clinic, Children's Cabinet, Food Bank.

5. 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**.

(List actions)

- Information on Home/School partnerships will be distributed to families through home notes, weekly newsletters, conferences, informational bulletin boards, Family Meetings, Family Palmer Purpose Meetings, workshops, and home visits.
- Students will receive classroom progress reports as needed and WCSD report cards quarterly to inform parents of current academic achievement or concerns.
- To enhance communication with our families and respect our non- or limited-English speaking families, translations of written material and interpreters for meetings and conferences are available.
- All Connect-Ed messages from the telephone system will be sent to homes in English or Spanish, depending on the home language preference.
- Virginia Palmer has a FACE Liaison (Family and Community Engagement Liaison) who is available during school hours

Allowable activities:

1. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. *(List actions)*
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. *(List actions)*
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. *(List actions)*

Parent University provides transportation and interpreters for their workshops.

4. May train parents to enhance the involvement of other parents. *(List actions)*
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. *(List actions)*

Virtual meetings or phone calls will be conducted when parent is unable to attend conference week.

6. May adopt and implement model approaches to improving Parent and Family Engagement. Events at various times. *(List actions)*
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. *(List actions)*
8. May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities. *(List actions)*

Provide facilitators such as Children's Cabinet, Food Bank (Smart Shoppers)

9. There may be various events at different times.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements, schools, as 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.

(List actions)

Interpreters at IEP meetings, LEA (Principal/assistant Principal) to make sure that proper and understandable language is used with parents during meetings.

KEYNOTE

(MAP) Measures of Academic Progress

(CIP) Continuous Improvement Plan

(IEP) Individualized Education Plan

(LEA) Leadership Development

PART IV-ADOPTION

This Virginia Palmer Elementary Parent and Family Engagement Policy was developed/revised jointly and agreed upon with parents of children participating in a Title I school, as evidenced by an attendance document.

The Parent and Family Engagement Policy was developed/revised by Virginia Palmer Elementary on 05/09/2023 and will be in effect for the period of the 2022-2023 school year. 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 May 30, 2023.

Signature of Title I Authorized Representative

Date

Date _____

Name and Signature of Parents, Students, and Staff Involved in the Parent & Family Engagement Policy Process:	
Name	Signature
Courtney Lean	
Jamie Schocko	
Stacy Saulsgiver	
Lani Xander	
Mary LaCombe	
Tara Wise	
Nidia Gonzalez	