Superintendent's Advisory Council on Instruction (SACI): Thursday, March 14, 2024, 7 pm.
Approved

Welcome by Mrs. Vanessa Olson

- Administrative comments:
    - o Emily is unavailable, Mrs. Olson asked for volunteers to assist with notetaking for the meeting minutes during periods when she was presenting.
    - o I appreciate the volunteers' time to come out to these monthly meetings.
    - o SACI is maintaining our document of Additional Questions; however, since the document is being shared in the community (perhaps out of context), we are not sharing the document going forward. We will continue to get answers for the questions and share out to the SACI members. Next year we will have a process in place to email back answers, but we appreciate your patience as we work out the kinks in the process. Please continue to submit questions on the QC code provided today and via email, and we will answer the questions at the beginning of the meeting next month.
    - o As an example, here are a few questions we've received responses for:
        - ▪ Will there be an online webinar/training for substitute teachers? Substitute training is activated on an as needed basis only.
        - ▪ RE: early childhood classroom expansion: There is a vote on CIP next week and decisions are on an as-needed basis with additional phases of down the road.
        - ▪ Provide an update on the Net Zero school.
- Minutes from February meeting were approved as written.
- This is the last content session, next up is the report writing sessions. We are looking for volunteers for the writing committee.

Introduction to tonight's topic: Family and Community Engagement.

- SACI members are a part of this, but tonight we have presentations from other positions in engagement. Mrs. Olson introduced F. Yanet Boyd, Supervisor, Family & Community Engagement.

Questions and Responses from first presentation Q&A:

- Which budget pays for FACE specialists? The Title IV grant.
- How do schools make decisions for having a FACE specialist? It's an administrator decision.
- What's the best resource to find my school's FACE specialist and Parent Liaison? Every school communicates these positions differently, for example the central location lists these resources on their websites. The Family & Community Engagement department is working with schools to make this information more available. School liaisons are doing a great job, but some schools are advertising these resources better than others.
- In your presentation, what does the 43% average participation rate in Family & Community Engagement (slide 15) refer to? This represents the number of registrants vs attendance ratio.
- What happens at a Hub? They help advertise Family & Community Engagement services, some are hosting us, others offer services to families for a host of areas including taxes, insurance, and translation services. We work collaboratively with SPARK to (i) create an environment for families to meet us, and (ii) mentoring opportunity and services for students and families. The Hubs are opening and bridging the gap with families.

- If you are rewriting the description for Parent Liaisons, what will be the expectation going forward for servicing non-ELL families? We want to update the description and expand the role to services for all families, so that programming at schools would be for all families. Right now, we're working on educating administrators about the change and collaborating with administrators and educators to make sure Liaisons have a seat at the table to share feedback on the community.
- What is the exact definition of a Parent Liaison—I see them working on a range of things from school to school? Family and Community Engagement is working on updating the description because until then, they can only make recommendations to administrators.
- Can you please clarify the difference between FACE specialists and Parent Liaisons? The difference is that FACE specialists have instructional expertise. They are teachers with additional training and responsibilities.
- What strategies do you have for better advertising of the Family & Community Engagement Services? That's a great question to segway to the upcoming panel.

Panel Discussion

Mrs. Olson introduced the panel members:

- (6) Dena Hammad, School Parent Liaison, Bennett ES
- (5) Jennifer Knapp, FACE specialist, McAuliffe, ES
- (4) Elisa Dacales, School Parent Liaison, Gainesville MS
- (3) Debra Woolfrey, FACE Specialist, Unity Braxton MS
- (2) Erika Frazier, FACE Specialist, Gar-Field HS
- (1) Melisa Pasero, School Parent Liaison, Colgan HS
-

Panel Questions and Responses

Mrs. Olson's questions:

1. What are the roles/responsibilities of FACE specialists?

- (2) As a Title I school we have a contract with families that outlines the roles of families. We just finished a math night, during which we gave them cards to learn math games at a dinner table. Also, we will be having a virtual meeting on additional resources with parents so they can see what students have and how the resources work. For example, how Lexia works. Another great resource is the international digital library through the University of Maryland.
- (4) I work with the school principal and Parent Liaison to run monthly events for parents to support parents at home.
- (5) I collaborate with the PTA, reading specialist, and administration to hold academic nights which are tied to the school improvement plan and goals. This year we focused on chronic absenteeism with activities, friendly competitions, attendance awards, and invited parents in for the award ceremony. We also had academic nights to show parents strategies to break down math concepts for grades 3-5, including UPC, fractions, rounding, etc. George Mason University gave us grants to make take home bags with rulers, dice); and the PTA fundraising let us participate in one book one school to make sure every child received a chapter book.

2. What tools do you use?

- (6) I started sending school status, which translates automatically; sending evite and SignUpGenius, email, text messages.
- (7) Agree with all those tools, and a lot of in-person meetings when parents come in, or I call because some families don't use tech. I partner with the PTA, SAC program, ESOP and administration
- (2) I help FACES and Parent Liaisons by making calls to specific family lists, and ensuring things are translated.

3. How do you engage with the PTO/PTA?

- (7) Any needs I get from parents, I go straight to the PTO. We work hand-in-hand. I also make sure to volunteer and go to everything at the school to bring along parents.
- (6) I attend all meetings and build a good relationship with the PTO members.
- (4) We don't have a PTO so I attend the School Advisory meetings.

4. What do you do to help support or model for parents?

- (1) Most important is to build relationships so we can support. High School students struggle with attendance, so I use Paper to make sure resources are available to them. I try to connect parents with teachers, use Paper, ask teachers to stay for tutoring. I educate and communicate with parents so they know what's going on and how to navigate the tools available to them.
- (6) For elementary, Paper is not available. I create tutor lists. We make conversation with parents, and encourage them to volunteer in the classroom so they can see how teachers present class material in order to support their children.
- (4) The Department of Education published Family Toolkits, which are amazing resources for parents who don't have knowledge resources, including parent's rights and resources to guide them to seek out information and ask questions.
- (3) We also have student led conferences, where students take ownership of their grades. I recommend turning on closed captions; sharing newer math technologies like Khan (though that is not supported by the county, but parents can use it); share YouTube videos for read-alongs when parents aren't fluent or available to read to students.

5. What types of issues should we involve a Parent Liaison?

- (6) I've built relationships so I can assist with some resources, and now teachers and staff will come and ask for my help or for me to reach out to families.
- (7) I tell parents to let me help before it gets escalated to the principal. Parents are able to get a response, and I act as security.
- (1) We have to know our limit. I help connect parents with the right person. I walk parents through the process, so if I'm no there they can do it themselves.

6. How do we improve partnership with community businesses/churches?

- (2) Just by walking the pavement and introducing myself. I went to local businesses, reached out to the PTO, parents' with businesses. Plus I always say thank you, send a thank you or picture, to stay in communication with the community.
- (5) We reached out to NOVA students to have college students to run clubs in hands-on science stations and after school gaming club. It's a free offering for elementary from 3-5, and teaches soft skills like teamwork and strategy.

- (6) I contact my community in the school, parents, SACI, and local non-profits.
- (7) [Ms. McQuin] in this building is our coordinator. I will tell her what's going on and she has a network of support to help.

7. How do you support the continuous improvement plan?

- (5) We wrote action plans based on the improvement plan, so we have reactive initiatives to reach our goals in a FACE zoom meeting. We focused on academic and behavioral goals, and these action plans are smart goals to keep us on track.
- (3) We have to acknowledge it's a partnership and knowledge should go both ways. Parents have knowledge and we need to be open to learn and work in accordance with the continuous improvement plan.
- (2) We are working with counselors to combat chronic absenteeism. We help make plans for students to come to school. An example was a child who didn't come to school, but we were able to get a donation of legos to create an initiative for him to come in every day. Another example was when a student was sick and missing a lot of school. Turns out she was anemic and we were able to educate her family about 504 plan resources.

Mrs. Olson: Thank you all for coming and talking with us on a late night.

Work Session- Preparation for report writing.

Mrs. Vanessa Olson next steps for remaining meetings:

- All the SACI meeting presentations and meetings are available on the website at https://www.pwcs.edu/about_us/advisory_committees/superintendent_s_advisory_council_on_instruction/documents/index . Remember that minutes are not posted until they are approved.
- Next meeting is a working session for the Annual Report. The report goes to Superintendent McDade, and we will go over it line by line by line. The report is reviewed, sent out for action items with staff.
- The purpose is for parents to provide informed feedback. We provide education, this is your chance for additional questions, concerns, suggestions to improve. You don't need any special qualifications to comment, we just want parent insight.
- We want to identify and focus on top concerns so that they are not watered down.
- The report format is to (1) Identify what's going well; what do parents value that we don't want changed; (2) tie to the presentations of the year, including any lingering questions; and finally (3) additional topics tied to the strategic pillars. This is used to create the agenda for next year.
- To facilitate the meeting, we will send a link with feedback between now and April 8, 2024. The report is not limited to topics in the link, but will provide a jumping off point for the meeting.
- We will vote to prioritize concerns, and we are mindful of the varying representation of each school level.
- Next the report goes to the writing committee, which will meet for a couple hours on Zoom on April 23, 2024. The writing committee will work on a draft to be sent to the group by May 1, 2024 to review before the May meeting discussion. Please note there will be no new topics added in the May meeting, this discussion is just to approve the report and ensure that it covers the concerns accurately.
- Additionally, the May meeting will have elections for officers for next year.