

Livingston Elementary School Parent and Family Engagement Policy/Plan and Procedures

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

- A. Livingston 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.
September 17, 2020 Parent Engagement meeting held at Livingston Elementary 4:00-5:00 in the annex. Committee members were personally invited to attend. Members signed up to participate during the connections week (Aug. 17-24, 2020)
- 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.
Title I Orientation PowerPoint was shared with families via email on September 11, 2020. Sessions for parent input, questions and feedback were held on September 16 (6:30 PM-7:30 PM), September 17 (11:30-12:30 and 3:25-4:25). Parents were notified via auto dialer, classroom/school newsletters, Dojo and during the Google Meets.
- 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.
Meetings are made flexible via conference calls, online chat. An additional meeting time for the Parent Engagement Policy review and revisions were provided on September 17 at 12:30 PM..
- 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.
September 17, 2020 Parent Engagement meeting held at Livingston Elementary during the day at 12:30 p.m. and at night from 4:00-5:00 p.m. in the cafeteria. Committee members were personally invited to attend. Members signed up to participate during the connections week (Aug. 17-24, 2020)
- 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
- English Learner services are being provided by one (1) part time teacher. .
All flyers will be translated into Spanish and an interpreter will be provided for all events.
Translated templates are included with the report cards to explain the details in native language.
- 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.

Parents are informed about Title I Orientation via principal's email sent on September 11, 2020. Parents are notified about the curriculum, assessments, and progress of their students through

- class/principal newsletters
- progress reports
- report cards
- regularly scheduled interim and end of 9 weeks conferences as well as by request
- Family Engagement Nights held throughout the year
- Dojo
- Google Chats and Meets

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.

Please contact Elyse Coleman, Title I Coordinator, at 540-834-2500 ext. 1016 or through email at ecoleman@spotsylvania.k12.va.us with any concerns.

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, 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.
- 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.
- Parent/teacher conference to discuss compact - 4 per year - September 17, 2020; November 19, 2020; February 11, 2021; and April 29, 2021.
- Progress reports provided by Title 1 service providers as a supplement to standards-based report cards provided by classroom teacher - 4 times per year- October 9, 2020; December 18, 2021; March 12, 2021; and May 28, 2021
- September, November, February, and April regularly scheduled parent-teacher conferences and by request
- By email or phone call to a teacher
- Communication through the student's agenda book
- Translated correspondence provided in family's home language
- Interpreter provided at conferences, Title 1 events outside regular school day, information sent home
- Parents will learn about volunteer opportunities at the connections week, newsletters (classroom, PTO, Title I) that are sent home with each child. Parents are welcome to coordinate with their child's teacher about volunteering or observing on a day not specified in the meetings or newsletters.
- Student handbook sets forth in English and Spanish the behavioral and academic expectations of students.

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.
- Newsletters
- Informational events scheduled during the day & in the evenings
- Student Handbook provided to each student at school
- Parent Resource Center (PRC) is maintained to provide parents with access to academic supports and community resources

- 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).
 - Family Engagement Nights are offered to assist parents with homework efforts by showing parents how to engage students in games to help with math and reading.
 - Family Engagement Nights also provide descriptions of technology used in the school and how to access the technology at home or at the Belmont Center which makes available internet connection for the community.
 - Introduction to Parent Resource Center which provides resources for parents to use at home with students along with workshops, special events and personal assistance with specific parenting needs.
 - Rover bus scheduled during the summer months to provide games, books, materials, and face-to-face communication with parents about how to engage students.
- Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.
 - Title 1 provides funds for staff to attend the annual Family Engagement Conference which focuses on the value of parent/school partnership.
 - Partnering with school counselor to develop ways to improve parent engagement by reaching out to family members to volunteer for field day and winter festival.
 - Virginia State Reading Conference (VSRA) for ways to improve reading instruction.
 - Reading A-Z professional development sessions to increase virtual reading opportunities.
- 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.
 - Parent Resource Center is maintained to offer parents access to other academic supports and community resources.
- 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.
 - Title 1 provides translated documents and interpreters to aid in the transfer of information for school events to the extent practicable.

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.
- 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.
- 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.
- 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.

- Interpreters are available for Spanish at school functions
- Newsletters, progress reports, permission slips, PAC, informational flyers, and report cards are translated into Spanish
- ELL teacher translates teacher notes in Spanish to parents
- Accommodations are made for parents with disabilities

PART IV-ADOPTION – This Livingston 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 Livingston Elementary School on September 17, 2020 and will be in effect for the period of 2020-2021. 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 October 15, 2020.

Signature of Title I Authorized Representative Judy Moritz

Date: 9/30/20

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

Name: Amy Biscoe

Signature:

Name: Amy Nichols

Signature:

Name: Jennifer Tyler

Signature:

Name: Rachel Crawley

Signature:

Name: Kim Kroepil

Signature:

Name: Becky Fuller

Signature:

Name: Cynthia Franzen

Signature:

Name: Judith Moritz

Signature:

Name: Shawna Ashton

Signature: