

Shoemaker Elementary School

Parent and Family Engagement Policy/Plan and Procedures

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

- A. Shoemaker 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.
- The Parent and Family Engagement Policy will be posted on the school webpage for parents and families to access at any time. The policy will be posted on the webpage no later than September 30 of the current school year.
 - The Parent and Family Engagement Policy will be accessible in the conference room at all times, and available to any parent upon request.
- 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, to explain the requirements of this part, and to review the right of the parents to be involved.
- The "Welcome to Title Meeting" will be held at the beginning of each school year and each semester to offer parents information about the Title I program.
 - There will be two different times available for parents and families to attend the meeting to accommodate all schedules.
 - Topics to be discussed will include:
 - Components of the Title I program
 - Description and purpose of the Title I program
 - Title I funding
 - Parent and Family Engagement Policy
 - Family Engagement events and opportunities
- 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 variety of time slots will be available throughout the school year for Title I meetings to accommodate all parents and parent schedules.
 - Family Engagement Coordinators (FECs) set up home visits, whenever a need arises.
 - Activity centers and child care will be provided during Title I meetings, where small children are present.
 - FECs assist families by making arrangements for a member or members to attend events, when transportation is determined to be necessary.
- 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 committee of teachers, along with direction from the principal and assistant principal, will collaborate throughout the course of the school year to review and improve the school improvement plan.

- 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
 - The ESL specialist accommodates parents by visiting homes and speaking with parents about their child's schooling and academic expectations and progress.
 - The ESL specialist also works with the child's classroom and title teachers about accommodations that need to be provided while adapting and acclimating to the English language.
 - Once the needed assistance is in place, the regular classroom and Title I teachers maintain close contact with parents to discuss and resolve any problems the student may be having.
- 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.
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- Monthly calendars and newsletters will be sent home with every student and posted to the school webpage.
 - Informational letters and reminders will be routinely sent home to families, so they can remain informed of upcoming events and programs.
 - At the “Welcome to Title Meeting” we will familiarize families with academic assessments used throughout the academic year to measure students' progress such as: SOLs, PALs, Benchmarks, etc.
 - Parent/Teacher conferences, the Title 1 Meeting, and a SOL meeting, will be offered throughout the year to provide parents with information on their child's proficiency levels.
 - Families will be encouraged to contact classroom teachers, as well as Title I teachers, of any concerns they have throughout the year in regards to their students' progress.
 - Teachers will be available and flexible to accommodate the schedules of all families.
- G. If the 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.
- Parent concerns/comments about the school wide plan will be recorded by the FEC and submitted to the district office within 10 days for further review.
 - At any time, parents are encouraged to submit concerns/comments directly to the district office

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.
- 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.
- FEC will host parent workshops throughout the school year to address students academic achievement.
- FEC will conduct grade level parent meetings with teachers to support the academic needs of the students and provide additional resources for parents.

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.
 - FEC will provide assessment meetings (PALs, SOLs, etc.) to help families understand assessment reports and monitor student progress.
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).
 - FEC will offer annual family training to address literacy, technology, assessments, and others as determined through academic data and parent surveys.
3. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parents and their communities to increase academic achievement.
 - Professional development opportunities will be offered based on the data in the comprehensive needs assessment.

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.
 - Shoemaker Elementary School and FEC will work collaboratively with the local Head Start Program by hosting a Kindergarten Transition Parent Meeting and school tour.
 - Scott County Public Schools will operate a division-wide preschool program for at-risk four-year-old children.
 - All parents of preschool children will be required to sign a parental engagement compact in which they agree to be involved in the educational process of their children.
 - Each Title I school will be required to develop family meeting activities.
 - Scott County Schools will operate a Family Resource Center within each school that receives Title I Part A funds.
 - The Conference Room will be open during the school day, and made available before and after school if necessary.
 - All of the school staff will be available to provide curriculum and technical assistance, along with any information regarding state and local assessment programs.
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.
 - Shoemaker Staff will send home monthly newsletters and calendars with every Title I student, and also provide a copy on the school website.
 - Parents and families will be informed of upcoming programs via weekly/monthly newsletters and timely reminders a few days prior to each event.
 - If necessary, ESL families can be accommodated by information being sent in their native language.

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.
 - Title I meetings will be offered at different times during the school year, based on the results of the family surveys.
 - Title I meetings will accommodate families with small children by offering activity centers for children attending the meeting with a parent.
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.
 - The Family Engagement Coordinators (FECs) will contact the family to create appropriate arrangements when home visits are deemed to be required.
 - FECs may assist the family in making arrangements to attend the event when transportation is deemed necessary.
6. May adopt and implement model approaches to improving Parent and Family Engagement.
 - Faculty and staff will meet with the Family Engagement Coordinators to discuss various approaches to improve Parent and Family Engagement.
 - FECs will attend annual training on 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.
 - Family Engagement Coordinators, local organizations, and community stakeholders will hold yearly collaboration meetings to better the Family Engagement at Shoemaker Elementary.

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.

- The Parent and Family Engagement Policy and school reports will be available to all parents upon request.

PART IV-ADOPTION – This Shoemaker Elementary 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 Shoemaker Elementary School on 09/04/2019 and will be in effect for the period of 2019-2020. 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 09/30/2019.

Signature of Title I Authorized Representative

Date:

Samantha Jones
09/01/19

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

Name	Title	Signature
Renee Dishner	Principal	Renee Dishner
Milly Leighton	Assistant Principal	Milly Leighton
Stacy Wood	Assistant Principal	Stacy Wood
Samantha Jones	Title	Samantha Jones
Tina Lucas	Title	Tina Lucas
Terry Osborne	Title	Terry Osborne
Jed Spicer	Title	Jed Spicer
Amy Bledsoe	Special Ed Teacher	Amy Bledsoe
Tierstan Bright	Teacher	Tierstan Bright
Meagan Clark	teacher	Meagan Clark
Diane Kegley	teacher	Diane Kegley
Allison Kimbler	Sp. Ed. Teacher	Allison Kimbler
Jackie Meade	teacher	Jackie Meade
Lisa Meade	teacher	Lisa Meade
Tonya Odle	Sp. Ed teacher	Tonya C. Odle
Deanna Ward	teacher	Deanna Ward
Amy Hurd	Teacher	Amy Hurd
Jane Burdine	Therapist: Speech Language	Jane Burdine
Shawna Vermillion	parent	Shawna Vermillion
Jeff DeBord	Community Member	Jeff DeBord