

Lamoille North Supervisory Union/Lamoille North Modified Unified Union School District
TITLE 1, PART A
PARENT AND FAMILY ENGAGEMENT POLICY

Title 1, Part A, Parent and Family Engagement Policy

It is the policy of the Lamoille North Supervisory Union (LNSU)/Lamoille North Modified Unified Union School District (LNMUUSD) (LEA) to plan and implement effective needs-based Title I programs, activities, policies and procedures with meaningful consultation and involvement of participating Title I parents and family members that comply with all parent and family engagement requirements, specifically those required by federal statute. As such the LEA is responsible for ensuring compliance with development and implementation of the following three documents:

1. **LEA PARENT AND FAMILY ENGAGEMENT POLICY:** As a Title I Part A served LEA we will outline and describe the ways in which we will be responsible for and address the Parent and Family Requirements listed and will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy that meets all requirements described below.

2. **SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PROCEDURE:** Each of our school(s) served by Title I Part A will outline and describe the ways in which the school will be responsible for and address the Parent and Family Requirements listed. Each school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement procedure, agreed on by such parents, that will describe the means for carrying out the requirements described below.

2a. **SCHOOL-PARENT COMPACT:** Each of our school(s) served by Title I Part A, as part of their Parent and Family Engagement Procedure, will develop jointly with, agree on with, and distribute to, parents and family members of participating children a School-Parent compact to outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards.

Definitions:

Local Education Agency: For purposes of this policy, a supervisory union or Supervisory district is the local education agency (LEA).

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

Parent and Family Engagement (PFE): The inclusion of parents, families, schools, and communities in order to support learning and improve schools. Opportunities for the informed participation of parents and family members, including those who have limited English proficiency, those who have disabilities, and those of migratory children.

Implementation

The LNSU/LNMUUSD will ensure the successful development and implementation of the written LEA Parent and Family Engagement Policy, School Parent and Family Engagement Procedure(s), and School-Parent Compact(s) and will address all requirements in specific detail with review and revision on a periodic and timely basis.

LEA Parent and Family Engagement Policy

Lamoille North Supervisory Union/Lamoille North Modified Unified Union School District
School Year: 2022-2023

Date of last revision: May 2022

In order to provide all children with significant opportunity to receive a fair, equitable, and high quality education, and to close educational gaps, the LNSU/LNMUUSD receives Title 1, Part A funds. Therefore, the LNSU/LNMUUSD will develop with parents and family members of participating students, a written parent and family engagement policy. This policy will outline the Local Education Agency's (LEA) expectations and objectives for meaningful parent and family engagement and the ways in which the LEA will implement and support opportunities for parent and family involvement in order to improve student academic achievement.

Part 1: General Requirements and Expectations

1. In order to support increased parent and family engagement to improve student academic achievement, the LNSU/LNMUUSD has the following objectives:

Objectives for schools receiving Title I funds:

- a. Each school should identify and implement ways to make their schools open and welcoming to parents and families.
- b. Each school should identify ways of communicating with parents/ family in a personable manner.
- c. Each school should implement mechanisms for allowing parents/family to stay informed about their child's progress consistent with confidentiality laws that prohibit release of personally identifiable information without the consent of a parent/eligible student. Each school should also implement mechanisms for parents/families to stay informed about school programs, district policies, and ways in which parents/families can provide feedback and input to their children's schools.

d. Each school should identify and/or develop services to help educate parents/families about their role in supporting their children's educational growth and should help connect parents with community-based services designed to further assist in this regard.

2. The LNSU/LNMMUUSD agrees to take the following actions to involve parents and family members in the joint development of its LEA Plan:

To involve parents/family in development of the district's student achievement and school improvement/support plans, each school receiving Title I funds shall:

- Hold Parent Open House Activities to be scheduled in the fall. Topics for these Open House activities may include but not be limited to the following list of topics
 - The state's academic content standards,
 - The state's student academic achievement standards,
 - The state and local academic assessments including alternate assessments,
 - The requirements of Title I,
 - How to monitor their child's progress,
 - How to work with educators,
 - Use of appropriate technology,
 - Literacy training

3. The LNSU/LNMMUUSD agrees to take the following actions to involve parents and family members in the joint development of Support and Improvement:

To plan and implement parent/family involvement activities designed to improve student achievement and school performance, each school receiving Title I funds shall:

- Hold a fall annual meeting for parents outlining the current school program
- Review and/or revise individual school parent involvement plans
- Consult with relevant community organizations, businesses, and other stakeholders

4. The LNSU/LNMMUUSD agrees to take the following actions to provide coordination, technical assistance, and other support necessary in order to build capacity for parent and family engagement activities to improve student achievement and school performance:

Title I parent/family engagement strategies, programs, and activities will be coordinated and integrated with other school parent/family engagement strategies, programs, and activities to the extent possible. The Superintendent or designee shall develop and implement methods for orchestrating such coordination and integration including:

- Communication via the District Title I Handbook,
- Collaboration with the District Administrators on Professional Development Needs

5. The LNSU/LNEMUUSD will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent & Family Title I, Part A, Parent & Family Engagement Policy in improving the academic quality of all its Title I schools. The evaluation will include identifying the following:
 - Barriers to greater family participation in Title I parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
 - Strategies to support successful school and family interactions

The LNSU/LNEMUUSD agrees to take the following actions to conduct this annual evaluation:

To evaluate the parent/family involvement program, identify barriers to participation in it, and identify ways strategies to support school-family interactions, each school receiving Title I funds shall:

- Conduct a yearly survey of all parents, teachers, and students to collect data related to program effectiveness. Survey information will be shared and discussed at the Annual Review meeting in the spring to inform decisions and/or revisions regarding the schools' Title I program.

6. The LNSU/LNEMUUSD agrees to take the following actions to use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise the LEA Parent & Family Engagement Policy, if necessary:

The Superintendent or designee shall be responsible for compiling the feedback received and implementing strategies to respond to these data, which may include revisions to this policy, implementation of new evidence-based parent/family support programs or revisions to such existing programs, and/or revisions to the district's parent/family communication or outreach methods.

The Superintendent or designee shall consult parents of students participating in Title I programs as part of this review and revision process. To carry out additional requirements in law specifically related to parent engagement, the Superintendent or designee shall:

- Ensure that the principal of each school receiving Title I funds holds an annual Title I parent meeting and reports to the Superintendent after this meeting has occurred.
- Ensure that the principal of each school receiving Title I funds offers additional opportunities for parental involvement meetings at flexible times with childcare provided or by scheduling home visits. Each school receiving Title I funds shall submit a schedule of such meetings to the Superintendent.

-Develop and implement efficient and effective methods of communicating all information required by Title I to parents of participating students. To the extent possible, such communication will be in a format and in a language that the parents can understand.

-Develop and implement an efficient and effective method of ensuring that parents of students participating in Title I programs have access to the school-wide student achievement plan and are informed of their right to comment on the plan, the timeline for commenting, and the method for submitting comments to the Superintendent.

-Contact principals of all schools receiving Title I funds to remind them of the need to develop/update a school-parent compact with all components required by law and to inform these principals of the deadline for submitting this compact to the Superintendent or designee.

-Require principals of all schools receiving Title I funds to report, by a specified deadline, on the training and other methods and materials each school will use to educate parents of participating students on state academic standards, state and local academic assessments, federal parent/family engagement requirements, how to monitor a child's progress, how to work with educators to improve the achievement of their children, and how to work with their children to improve achievement.

-Require principals of all schools receiving Title I funds to report on training provided to teachers and other support staff on the importance of parental involvement, how to work with and build ties with parents, and staff's role in implementing parental involvement programs.

7. The LNSU/LNMMUSD agrees to take the following actions to involve parents in the activities of the schools:

-Annual meetings will occur prior to (or as a separate meeting) either the annual Open House/Back to School Night in the fall or the Parent-Teacher Conferences.

-A flexible number of meetings will be held at varying time based on parent needs.

-Through parent newsletters, automated calls/emails, or other means of common communication.

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership among the schools, parents, and the community in order to improve student achievement, the LNSU/LNMMUSD will use the following strategies:

8. The LNSU/LNMMUSD will provide assistance to parents of children served by the LEA in understanding the following topics:

- The challenging State academic standards
- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work with educators to improve their children's achievement

The LNSU/LNMMUUSD agrees to take the following actions in order to provide this assistance:

At parent-teacher conferences and/or other appropriate meetings, assessment information on student academic progress and grade level standards will be shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents in the curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

9. The LNSU/LNMMUUSD agrees to provide materials and training, as appropriate, to help parents work with their children to improve their children's achievement:

Types of activities may include, but are not limited to:

- Trainings for parents at the annual Title 1, Part A, meetings to support and assist their children with topics such as literacy, math, technology, etc.
- Digital Citizenship activities
- Family math and literacy nights

10. The LNSU/LNMMUUSD agrees to take the following actions to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:

- The value of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- How to implement and coordinate parent programs
- How to build ties between parents and school

Literacy and math consultants will be provided for professional development and on-going support to teachers on topics such as best practices in math and balanced literacy, on-going parent communication strategies, information on standards mastery, assessment data, intervention strategies, and how to support parents in monitoring their child's education.

11. The LNSU/LNMMUUSD will, to the extent feasible and appropriate, coordinate and integrate Title 1 parent involvement programs and activities with other Federal, State and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The LNSU/LNMMUUSD agrees to take the following actions to coordinate and integrate parent involvement programs:

Coordination of parent involvement activities on site are encouraged with recommendations to include parent volunteers, employees, or a staff committee. Parent newsletters, orientations, and referral to viable parent resources are priorities.

12. The LNSU/LNMMUUSD agrees to take the following actions to ensure that information related to the 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:

Information is sent to or available for parents in a variety of ways, including, but not limited to: newsletters, emails, automated calls, school and district websites, open houses, parent-teacher conferences, annual meetings, community forums, etc.

13. The LNSU/LNMMUUSD agrees to take the following actions to provide other reasonable support for parent involvement activities, as parent may request:

Support for parent involvement activities includes, but is not limited to: flexibly timed meetings, provision of childcare, translation support as needed, virtual and/or in-person meetings, the provision of extra support in understanding assessment information, on-going teacher contact, and encouragement to submit comments/feedback to the Principal on school planned activities.

Part III. Policy Adoption

This LEA's Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs. A draft of the policy and procedures are on the LNSD website as of May 9, 2022 for parent and community review, the policy will be discussed at the September 2022 LNMMUUSD Board meeting for approval for the 22-23 school year, each K-6 Principal will send out information in their May newsletters on the location of the documents and the request for input and feedback, and the Superintendent of Schools has a Parent Engagement Advisory Group that provides regular feedback, in addition to sponsoring a district-wide survey in April, 2022. This policy was adopted by the LNSU/LNMMUUSD on 09/12/22 and will be in effect for the period of the School Year 2022-2023. The LEA will distribute this policy to all parents of participating Title 1, Part A children on or before 09/23/22.

School Parent & Family Engagement Procedures

School Name: Cambridge Elementary School

School Year: 2022-2023

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, Cambridge Elementary receives Title 1, Part A funds. Therefore, Cambridge Elementary will develop, with parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline how this school will involve parents and family members in the procedure development and build capacity for parent and family engagement in order to improve student academic achievement.

Part 1: Procedure Involvement

1. Cambridge Elementary will hold 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 the school's participation in Title 1, to explain the Title I, and to inform parents of their right to be involved. The Cambridge Elementary School agrees to take the following action:

An annual meeting will be held for families of all students to learn and provide input into the Title I Plan, inform families about programming and initiatives, seek input on perceived needs for parent/family education, review the School Parent/Family Engagement and School-wide Plan, explain our Title I program and provide information regarding ways families can be involved to help their child be successful. This meeting will occur in the first few months of each school year. Advance notification of the meeting day and time will be communicated in a variety of ways, including, but not limited to, school newsletters and automated emails/calls.

2. Cambridge Elementary agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parental involvement.

Building family engagement activities will include:

An annual meeting will be held to inform families about programming and initiatives, review the District/School Family Engagement Policy and share ways families can be involved to help their child be successful. This meeting will occur in the first few months of the school year.

- *Advance notifications of the meeting day and time will be communicated.*
- *Curriculum Nights*
- *Parent Workshops*
- *Parent Conferences in the Fall and Spring*
- *Flexible IEP Meetings*
- *Classroom and building volunteer work*
- *Home Visits, as needed*

3. Cambridge Elementary agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title 1 programs and the Parent and Family Engagement Policy and the joint development of the school-wide program plan in the following ways:

Families will be involved in the review and development of the policy through:

- *Reviewing and seeking suggestions for the District and School Family School Engagement Policies and the Home-School Compact from parents/families*
- *Hosting meetings to share the school's plan and to seek input regarding strengths/weaknesses and ways to change the plan*
- *Posting the District Family Engagement Policy on the web site*
- *Reviewing and signing Parent-Student-School Compacts at fall conferences*
- *Distributing School Family Engagement Plans at fall events (such as Open House) or electronically (via email or School Messenger)*
- *Conducting Program and Perception Surveys in the spring (March-May) for all families*
- *Reviewing and revising documents to incorporate suggestions based on parent survey results*
- *Expanding all avenues of communication with families (monthly newsletters, weekly classroom newsletters, District publications and websites) to increase family engagement*

4. Cambridge Elementary agrees to provide parents of participating children the following:

- Timely information about Title I programs
- A description and explanation of the curriculum in use at the school, the forms of academic
- Assessment used, and the achievement levels of the challenging State academic standards
- Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
- Responses to these suggestions as soon as practicably possible

The school agrees to provide these in the following ways:

- *Fall Kindergarten Orientation*
- *Fall Open House/Meet the Teacher Night*
- *Curriculum Night that incorporate activities to support families in working with children in literacy, math, etc.*
- *Fall Parent/Teacher conferences (additional conferences available based on need or parent request)*
- *PowerSchool*
- *Trimester Report Cards*
- *Parent Notification via Educational Support Plans for students receiving intervention support*
- *District and School Websites*
- *Telephone Calls/Email Correspondence*
- *Assessment Reports*
- *Monthly School Newsletters/District Publications*

5. Cambridge Elementary agrees to take the following actions to submit any parent comments about the school-wide program plan when the school makes the plan available to the LEA, if the school-wide program plan is not satisfactory to the parents of participating children:

All written documentation of parent comments that reflect that the program is not satisfactory will be submitted to the building Principal and to the LEA.

6. Cambridge Elementary agrees to take the following actions to jointly develop with participating parents a school-parent compact, outline how parents, school staff, and students will share the responsibility for improved student academic achievement:

Building compacts will be annually developed and reviewed in the following way:

- *The Parent/Teacher/Student compact is developed, with parent input, and reviewed annually. Revisions are made based on the annual survey results and additional suggestions provided by families.*
- *The compact is reviewed and given to all families at the Fall Parent/Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connections and allows all stakeholders to have a voice.*
- *This compact will be reviewed annually by the school.*

7. Cambridge Elementary agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required, in a format and language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, Cambridge Elementary will use the following strategies:

The School will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
- *Parent Volunteers*
- *After School Program*
- *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*

8. Cambridge Elementary will provide assistance to parents of children served by the school in understanding the following topics:

- The challenging State academic standards
- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work with educators to improve their children's achievement

The school agrees to take the following actions in order to provide this assistance:

Materials, training, and meetings will be provided to families through the following:

- *Curriculum and parent workshops throughout the school year*
- *Curriculum materials/grade level expectation/PowerSchool information provided to families at conferences and/or meetings*
- *Meetings with school staff to share materials/training*
- *Parent/Teacher Conferences*
- *Open House*
- *Kindergarten Transition Events*

At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, local assessments, and available intervention in reading, language arts, and mathematics for students needing assistance.

9. Cambridge Elementary agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:
- The value of contribution of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between parents and school

Buildings will provide:

- *Professional development for staff that focuses on family engagement*
- *The opportunity for staff to be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities.*
- *Staff meetings and grade-level team meetings will provide the time and opportunity to discuss strategies to enhance parent involvement and how best to integrate this involvement into the educational program.*

10. Cambridge Elementary will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The school agrees to take the following actions to coordinate and integrate parent involvement programs:

Buildings will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
- *Parent Volunteers*
- *After School Program*
- *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*

11. Cambridge Elementary agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

12. Cambridge Elementary agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

Parents can submit comments and requests to the school principal, who will do their best to provide reasonable supports for parent involvement activities.

Part III. Procedure Approval

This School and Family Engagement procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This procedure was approved by the **Cambridge Elementary School Board** on 09/07/22 and will be in effect for the period of the school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022. Documentation will be kept in the Office of the Principal.

School-Parent Compact

School-Parent Compacts will be disseminated to parents annually at the start of the school year. Documentation will be maintained that clearly shows when and how this was done.

School Name: Cambridge Elementary School

Principal: Mary Anderson

School Phone Number: 802-521-5600

Website: ces.lnsd.org

Last Revised: November 2021

What is a School-Parent Compact?

The School-Parent Compact is a written document designed to build partnerships, be jointly developed with parents and families of Title I participating students that clearly outlines the goals and shared responsibilities of students, parents, and the entire school staff in improved student academic achievement.

Our Goals

District Goals:

The Faculty and Administration of the Lamoille North Supervisory Union/Lamoille North Modified Unified Union School District will:

- Treat all children and their parents/guardians with respect and dignity.
- Provide a caring and safe learning environment and be positive role models for their students.
- Initiate and maintain school to home communication.
- Provide regular progress reports regarding achievement in school.
- Insist upon high expectations for student learning.
- Design academic programs to meet the diversity of needs and learning styles in order to help each student achieve his/her goals.

See the attached School/Parent Compact for School Goals and Shared Responsibilities.

Building Partnerships

Communication

Staff can be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities. Volunteers are welcome in classrooms upon completion of the district volunteer application. In addition, families are encouraged to participate in the following activities:

- Room Parent/Helpers
- Classroom and Building Volunteers
- Chaperones for Field Trips

Jointly Developed

The School-Parent Compact is developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs. The compact is reviewed in the fall and surveys are provided in the spring of each year. This compact was approved by the Cambridge Elementary School in November 2021, and will be in effect for the period of school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022.

CAMBRIDGE ELEMENTARY SCHOOL PARENT-SCHOOL COMPACT 2022-2023

It is important that families and schools work together to help students achieve high academic standards. Through ongoing discussions that include teachers, families, students, the school board, and other interested community members, the following are roles and responsibilities that we, as partners in the education of the children of Cambridge, agree to carry out to support student success in school and in life.

Staff Pledge:

The staff of the Cambridge Elementary School agree to carry out the following responsibilities to the best of our abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate our students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide an inviting, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place for families and that help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Student Pledge:

The students of the Cambridge Elementary School agree to carry out the following responsibilities to the best of their abilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with our parents and teachers about school experiences so that they can help us to be successful in school.
- Limit TV watching and study or read every day after school.
- Respect the school, our classmates, the school's staff, and families.

Family/Parent Pledge:

The parents/families of Cambridge Elementary School students agree to carry out the following responsibilities to the best of their abilities:

- Provide a quiet time and place for homework, and monitor TV viewing.
- Read to our children or encourage them child to read independently every day.
- Ensure that our children attend school every day, get adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor our children's progress in school.
- Participate at school in activities such as the PTA, volunteering, chaperoning field trips and special events, attending parent-teacher conferences, and attending school board meetings.
- Communicate the importance of education and learning to our children.
- Respect the school, staff, students, and families.

School Parent & Family Engagement Procedures

School Name: Eden Central School

School Year: 2022-2023

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, Eden Central receives Title 1, Part A funds. Therefore, Eden Central will develop, with parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline how this school will involve parents and family members in the procedure development and build capacity for parent and family engagement in order to improve student academic achievement.

Part 1: Procedure Involvement

1. Eden Central will hold 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 the school's participation in Title 1, to explain the Title I, and to inform parents of their right to be involved. The Eden Central School agrees to take the following action:

An annual meeting will be held for families of all students to learn and provide input into the Title I Plan, inform families about programming and initiatives, seek input on perceived needs for parent/family education, review the School Parent/Family Engagement and School-wide Plan, explain our Title I program and provide information regarding ways families can be involved to help their child be successful. This meeting will occur in the first few months of each school year. Advance notification of the meeting day and time will be communicated in a variety of ways, including, but not limited to, school newsletters and automated emails/calls.

2. Eden Central agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parental involvement.

Building family engagement activities will include:

An annual meeting will be held to inform families about programming and initiatives, review the District/School Family Engagement Policy and share ways families can be involved to help their child be successful. This meeting will occur in the first few months of the school year.

- *Advance notifications of the meeting day and time will be communicated.*
 - *Curriculum Nights*
 - *Parent Workshops*
 - *Parent Conferences in the Fall and Spring*
 - *Flexible IEP Meetings*
 - *Classroom and building volunteer work*
 - *Home Visits, as needed*
3. Eden Central agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title 1 programs and the Parent and Family Engagement Policy and the joint development of the school-wide program plan in the following ways:

Families will be involved in the review and development of the policy through:

- *Reviewing and seeking suggestions for the District and School Family School Engagement Policies and the Home-School Compact from parents/families*
- *Hosting meetings to share the school's plan and to seek input regarding strengths/weaknesses and ways to change the plan*
- *Posting the District Family Engagement Policy on the web site*
- *Reviewing and signing Parent-Student-School Compacts at fall conferences*
- *Distributing School Family Engagement Plans at fall events (such as Open House) or electronically (via email or School Messenger)*
- *Conducting Program and Perception Surveys in the spring (March-May) for all families*
- *Reviewing and revising documents to incorporate suggestions based on parent survey results*
- *Expanding all avenues of communication with families (monthly newsletters, weekly classroom newsletters, District publications and websites) to increase family engagement*

4. Eden Central agrees to provide parents of participating children the following:

- Timely information about Title I programs
- A description and explanation of the curriculum in use at the school, the forms of academic
- Assessment used, and the achievement levels of the challenging State academic standards
- Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
- Responses to these suggestions as soon as practicably possible

The school agrees to provide these in the following ways:

- *Fall Kindergarten Orientation*
- *Fall Open House/Meet the Teacher Night*
- *Curriculum Night that incorporate activities to support families in working with children in literacy, math, etc.*
- *Fall Parent/Teacher conferences (additional conferences available based on need or parent request)*
- *PowerSchool*
- *Trimester Report Cards*
- *Parent Notification via Educational Support Plans for students receiving intervention support*
- *District and School Websites*
- *Telephone Calls/Email Correspondence*
- *Assessment Reports*
- *Monthly School Newsletters/District Publications*

5. Eden Central agrees to take the following actions to submit any parent comments about the school-wide program plan when the school makes the plan available to the LEA, if the school-wide program plan is not satisfactory to the parents of participating children:

All written documentation of parent comments that reflect that the program is not satisfactory will be submitted to the building Principal and to the LEA.

6. Eden Central agrees to take the following actions to jointly develop with participating parents a school-parent compact, outline how parents, school staff, and students will share the responsibility for improved student academic achievement:

Building compacts will be annually developed and reviewed in the following way:

- *The Parent/Teacher/Student compact is developed, with parent input, and reviewed annually. Revisions are made based on the annual survey results and additional suggestions provided by families.*
- *The compact is reviewed and given to all families at the Fall Parent/Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connections and allows all stakeholders to have a voice.*
- *This compact will be reviewed annually by the school.*

7. Eden Central agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required, in a format and language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, Eden Central will use the following strategies:

The School will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
 - *Parent Volunteers*
 - *After School Program*
 - *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*
8. Eden Central will provide assistance to parents of children served by the school in understanding the following topics:
- The challenging State academic standards
 - State and local academic assessments
 - Title I, Part A requirements
 - How to monitor their child's progress
 - How to work with educators to improve their children's achievement

The school agrees to take the following actions in order to provide this assistance:

Materials, training, and meetings will be provided to families through the following:

- *Curriculum and parent workshops throughout the school year*
- *Curriculum materials/grade level expectation/PowerSchool information provided to families at conferences and/or meetings*

- *Meetings with school staff to share materials/training*
- *Parent/Teacher Conferences*
- *Open House*
- *Kindergarten Transition Events*

At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, local assessments, and available intervention in reading, language arts, and mathematics for students needing assistance.

9. Eden Central agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:
 - *The value of contribution of parents*
 - *How to reach out to, communicate with, and work with parents as equal partners*
 - *How to implement and coordinate parent programs*
 - *How to build ties between parents and school*

Buildings will provide:

- *Professional development for staff that focuses on family engagement*
- *The opportunity for staff to be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities.*
- *Staff meetings and grade-level team meetings will provide the time and opportunity to discuss strategies to enhance parent involvement and how best to integrate this involvement into the educational program.*

10. Eden Central will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The school agrees to take the following actions to coordinate and integrate parent involvement programs:

Buildings will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
- *Parent Volunteers*
- *After School Program*
- *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*

11. Eden Central agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

12. Eden Central agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

Parents can submit comments and requests to the school principal, who will do their best to provide reasonable supports for parent involvement activities.

Part III. Procedure Approval

This School and Family Engagement procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This procedure was approved by the Eden Central School on 09/12/22 and will be in effect for the period of the school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022. Documentation will be kept in the Office of the Principal.

School-Parent Compact

School-Parent Compacts will be disseminated to parents annually at the start of the school year. Documentation will be maintained that clearly shows when and how this was done.

School Name: Eden Central School

Principal: Betzi Goodman

School Phone Number: 802-521-5500

Website: edenschool.net

Last Revised: November 2021

What is a School-Parent Compact?

The School-Parent Compact is a written document designed to build partnerships, be jointly developed with parents and families of Title I participating students that clearly outlines the goals and shared responsibilities of students, parents, and the entire school staff in improved student academic achievement.

Our Goals

District Goals:

The Faculty and Administration of the Lamoille North Supervisory Union/Lamoille North Modified Unified Union School District will:

- Treat all children and their parents/guardians with respect and dignity.
- Provide a caring and safe learning environment and be positive role models for their students.
- Initiate and maintain school to home communication.
- Provide regular progress reports regarding achievement in school.
- Insist upon high expectations for student learning.
- Design academic programs to meet the diversity of needs and learning styles in order to help each student achieve his/her goals.

See the attached School/Parent Compact for School Goals and Shared Responsibilities.

Building Partnerships

Communication

Staff can be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities. Volunteers are welcome in classrooms upon completion of the district volunteer application. In addition, families are encouraged to participate in the following activities:

- Room Parent/Helpers
- Classroom and Building Volunteers
- Chaperones for Field Trips

Jointly Developed

The School-Parent Compact is developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs. The compact is reviewed in the fall and surveys are provided in the spring of each year. This compact was approved by the Eden Central School in November 2021, and will be in effect for the period of school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022.

EDEN CENTRAL SCHOOL PARENT-SCHOOL COMPACT 2022-2023

It is important that families and schools work together to help students achieve high academic standards.

Through ongoing discussions that include teachers, families, students, the school board, and other interested community members, the following are roles and responsibilities that we, as partners in the education of the children of Eden, agree to carry out to support student success in school and in life.

Staff Pledge:

The staff of the Eden Elementary School agree to carry out the following responsibilities to the best of our abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate our students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide an inviting, safe, and caring learning environment.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place for families and that help each student achieve the school's high academic standards.

Student Pledge:

The students of the Eden Elementary School agree to carry out the following responsibilities to the best of their abilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Respect the school, our classmates, the school's staff, and families.

Family/Parent Pledge:

The parents/families of Eden Elementary School students agree to carry out the following responsibilities to the best of their abilities:

- Provide a quiet time and place for homework, and monitor use of devices..
- Read to our children or encourage them to read independently every day.
- Ensure that our children attend school every day, get adequate sleep and proper nutrition.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to our children.
- Respect the school, staff, students, and families.

School Parent & Family Engagement Procedures

School Name: Hyde Park Elementary School

School Year: 2022-2023

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, Hyde Park Elementary receives Title 1, Part A funds. Therefore, Hyde Park Elementary School will develop, with parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline how this school will involve parents and family members in the procedure development and build capacity for parent and family engagement in order to improve student academic achievement.

Part 1: Procedure Involvement

1. Hyde Park Elementary will hold 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 the school's participation in Title 1, to explain the Title I, and to inform parents of their right to be involved. The Hyde Park Elementary School agrees to take the following action:

An annual meeting will be held for families of all students to learn and provide input into the Title I Plan, inform families about programming and initiatives, seek input on perceived needs for parent/family education, review the School Parent/Family Engagement and School-wide Plan, explain our Title I program and provide information regarding ways families can be involved to help their child be successful. This meeting will occur in the first few months of each school year. Advance notification of the meeting day and time will be communicated in a variety of ways, including, but not limited to, school newsletters and automated emails/calls.

2. Hyde Park Elementary agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parental involvement.

Building family engagement activities will include:

An annual meeting will be held to inform families about programming and initiatives, review the District/School Family Engagement Policy and share ways families can be involved to help their child be successful. This meeting will occur in the first few months of the school year.

- *Advance notifications of the meeting day and time will be communicated.*
 - *Curriculum Nights*
 - *Parent Workshops*
 - *Parent Conferences in the Fall and Spring*
 - *Flexible IEP Meetings*
 - *Classroom and building volunteer work*
 - *Home Visits, as needed*
3. Hyde Park Elementary agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title 1 programs and the Parent and Family Engagement Policy and the joint development of the school-wide program plan in the following ways:

Families will be involved in the review and development of the policy through:

- *Reviewing and seeking suggestions for the District and School Family School Engagement Policies and the Home-School Compact from parents/families*
- *Hosting meetings to share the school's plan and to seek input regarding strengths/weaknesses and ways to change the plan*
- *Posting the District Family Engagement Policy on the web site*
- *Reviewing and signing Parent-Student-School Compacts at fall conferences*
- *Distributing School Family Engagement Plans at fall events (such as Open House) or electronically (via email or School Messenger)*
- *Conducting Program and Perception Surveys in the spring (March-May) for all families*
- *Reviewing and revising documents to incorporate suggestions based on parent survey results*
- *Expanding all avenues of communication with families (monthly newsletters, weekly classroom newsletters, District publications and websites) to increase family engagement*

4. Hyde Park Elementary agrees to provide parents of participating children the following:

- Timely information about Title I programs
- A description and explanation of the curriculum in use at the school, the forms of academic
- Assessment used, and the achievement levels of the challenging State academic standards
- Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
- Responses to these suggestions as soon as practicably possible

The school agrees to provide these in the following ways:

- *Fall Kindergarten Orientation*
- *Fall Open House/Meet the Teacher Night*
- *Curriculum Night that incorporate activities to support families in working with children in literacy, math, etc.*
- *Fall Parent/Teacher conferences (additional conferences available based on need or parent request)*
- *PowerSchool*
- *Trimester Report Cards*
- *Parent Notification via Educational Support Plans for students receiving intervention support*
- *District and School Websites*
- *Telephone Calls/Email Correspondence*
- *Assessment Reports*
- *Monthly School Newsletters/District Publications*

5. Hyde Park Elementary agrees to take the following actions to submit any parent comments about the school-wide program plan when the school makes the plan available to the LEA, if the school-wide program plan is not satisfactory to the parents of participating children:

All written documentation of parent comments that reflect that the program is not satisfactory will be submitted to the building Principal and to the LEA.

6. Hyde Park Elementary agrees to take the following actions to jointly develop with participating parents a school-parent compact, outline how parents, school staff, and students will share the responsibility for improved student academic achievement:

Building compacts will be annually developed and reviewed in the following way:

- *The Parent/Teacher/Student compact is developed, with parent input, and reviewed annually. Revisions are made based on the annual survey results and additional suggestions provided by families.*
- *The compact is reviewed and given to all families at the Fall Parent/Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connections and allows all stakeholders to have a voice.*
- *This compact will be reviewed annually by the school.*

7. Hyde Park Elementary agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required, in a format and language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, Hyde Park Elementary will use the following strategies:

The School will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
- *Parent Volunteers*
- *After School Program*
- *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*

8. Hyde Park Elementary will provide assistance to parents of children served by the school in understanding the following topics:
 - The challenging State academic standards
 - State and local academic assessments
 - Title I, Part A requirements
 - How to monitor their child's progress
 - How to work with educators to improve their children's achievement

The school agrees to take the following actions in order to provide this assistance:

Materials, training, and meetings will be provided to families through the following:

- *Curriculum and parent workshops throughout the school year*
- *Curriculum materials/grade level expectation/PowerSchool information provided to families at conferences and/or meetings*
- *Meetings with school staff to share materials/training*
- *Parent/Teacher Conferences*
- *Open House*
- *Kindergarten Transition Events*

At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, local assessments, and available intervention in reading, language arts, and mathematics for students needing assistance.

9. Hyde Park Elementary agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:
 - The value of contribution of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between parents and school

Buildings will provide:

- *Professional development for staff that focuses on family engagement*
- *The opportunity for staff to be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities.*
- *Staff meetings and grade-level team meetings will provide the time and opportunity to discuss strategies to enhance parent involvement and how best to integrate this involvement into the educational program.*

10. Hyde Park Elementary will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The school agrees to take the following actions to coordinate and integrate parent involvement programs:

Buildings will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
- *Parent Volunteers*
- *After School Program*
- *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*

11. Hyde Park Elementary agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

12. Hyde Park Elementary agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

Parents can submit comments and requests to the school principal, who will do their best to provide reasonable supports for parent involvement activities.

Part III. Procedure Approval

This School and Family Engagement procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This procedure was approved by the Hyde Park Elementary on 09/12/22 and will be in effect for the period of the school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022.

Documentation will be kept in the Office of the Principal.

School-Parent Compact

School-Parent Compacts will be disseminated to parents annually at the start of the school year. Documentation will be maintained that clearly shows when and how this was done.

School Name: Hyde Park Elementary School

Principal: Diane Reilly

School Phone Number: 802-521-5400

Website: hpes.lnsd.org

Last Revised: November 2021

What is a School-Parent Compact?

The School-Parent Compact is a written document designed to build partnerships, be jointly developed with parents and families of Title I participating students that clearly outlines the goals and shared responsibilities of students, parents, and the entire school staff in improved student academic achievement.

Our Goals

District Goals:

The Faculty and Administration of the Lamoille North Supervisory Union/Lamoille North Modified Unified Union School District will:

- Treat all children and their parents/guardians with respect and dignity.
- Provide a caring and safe learning environment and be positive role models for their students.
- Initiate and maintain school to home communication.
- Provide regular progress reports regarding achievement in school.
- Insist upon high expectations for student learning.
- Design academic programs to meet the diversity of needs and learning styles in order to help each student achieve his/her goals.

See the attached School/Parent Compact for School Goals and Shared Responsibilities.

Building Partnerships

Communication

Staff can be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities. Volunteers are welcome in classrooms upon completion of the district volunteer application. In addition, families are encouraged to participate in the following activities:

- Room Parent/Helpers
- Classroom and Building Volunteers
- Chaperones for Field Trips

Jointly Developed

The School-Parent Compact is developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs. The compact is reviewed in the fall and surveys are provided in the spring of each year. This compact was approved by the Hyde Park Elementary School in November 2021, and will be in effect for the period of school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022.

HYDE PARK ELEMENTARY SCHOOL TITLE 1 PARENT-SCHOOL COMPACT 2022-2023

It is important that families and schools work together to help students achieve high academic standards. Through ongoing discussions that include teachers, families, students, the school board, and other interested community members, the following are roles and responsibilities that we, as partners in the education of the children of Hyde Park, agree to carry out to support student success in school and in life.

Staff Pledge:

The staff of the Hyde Park Elementary School agrees to carry out the following responsibilities to the best of our abilities:

- Provide learning opportunities through interesting and challenging experiences.
- Inspire high expectations.
- Develop a community of joyful learners
- Communicate regularly with families about student progress.
- Provide an inviting, safe, and caring learning environment.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Participate in evidence based, equitable and collaborative decision-making that promotes student success.
- Honor the school, students, staff, families and the community.

Student Pledge:

The students of the Hyde Park Elementary School agree to carry out the following responsibilities to the best of their abilities:

- Come to school on time, be ready to learn and to have fun.
- Bring necessary materials.
- Know and follow school and class expectations.
- Communicate regularly with our parents and teachers about school experiences so that they can support our successes and challenges.
- Limit screen time.
- Engage in social and academic learning within the community.
- Honor the Hyde Park Elementary School Community and respect all members.

Parent/Family Pledge:

The parents/families of Hyde Park Elementary School students agree to carry out the following responsibilities to the best of their abilities:

- Communicate the importance of education and learning to our children.
- Provide enriching learning experiences.
- Read to your child/children and/or encourage them to read independently every day.
- Ensure that your child/children attend school every day, get adequate sleep, regular medical attention, and proper nutrition.
- Participate in your child/children's learning progress.
- Participate in school activities such as PIE,(Parents in Education), volunteering, chaperoning field trips and special events; attend parent-teacher conferences.
- Honor the school, staff, students, and families.

School Parent & Family Engagement Procedures

School Name: Johnson Elementary School

School Year: 2022-2023

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, Johnson Elementary receives Title 1, Part A funds. Therefore, Johnson Elementary will develop, with parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline how this school will involve parents and family members in the procedure development and build capacity for parent and family engagement in order to improve student academic achievement.

Part 1: Procedure Involvement

1. Johnson Elementary will hold 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 the school's participation in Title 1, to explain the Title I, and to inform parents of their right to be involved. The Johnson Elementary School agrees to take the following action:

An annual meeting will be held for families of all students to learn and provide input into the Title I Plan, inform families about programming and initiatives, seek input on perceived needs for parent/family education, review the School Parent/Family Engagement and School-wide Plan, explain our Title I program and provide information regarding ways families can be involved to help their child be successful. This meeting will occur in the first few months of each school year. Advance notification of the meeting day and time will be communicated in a variety of ways, including, but not limited to, school newsletters and automated emails/calls.

2. Johnson Elementary agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parental involvement.

Building family engagement activities will include:

An annual meeting will be held to inform families about programming and initiatives, review the District/School Family Engagement Policy and share ways families can be involved to help their child be successful. This meeting will occur in the first few months of the school year.

- *Advance notifications of the meeting day and time will be communicated.*
 - *Curriculum Nights*
 - *Parent Workshops*
 - *Parent Conferences in the Fall and Spring*
 - *Flexible IEP Meetings*
 - *Classroom and building volunteer work*
 - *Home Visits, as needed*
3. Johnson Elementary agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title 1 programs and the Parent and Family Engagement Policy and the joint development of the school-wide program plan in the following ways:

Families will be involved in the review and development of the policy through:

- *Reviewing and seeking suggestions for the District and School Family School Engagement Policies and the Home-School Compact from parents/families*
- *Hosting meetings to share the school's plan and to seek input regarding strengths/weaknesses and ways to change the plan*
- *Posting the District Family Engagement Policy on the web site*
- *Reviewing and signing Parent-Student-School Compacts at fall conferences*
- *Distributing School Family Engagement Plans at fall events (such as Open House) or electronically (via email or School Messenger)*
- *Conducting Program and Perception Surveys in the spring (March-May) for all families*
- *Reviewing and revising documents to incorporate suggestions based on parent survey results*
- *Expanding all avenues of communication with families (monthly newsletters, weekly classroom newsletters, District publications and websites) to increase family engagement*

4. Johnson Elementary agrees to provide parents of participating children the following:

- Timely information about Title I programs
- A description and explanation of the curriculum in use at the school, the forms of academic
- Assessment used, and the achievement levels of the challenging State academic standards
- Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
- Responses to these suggestions as soon as practicably possible

The school agrees to provide these in the following ways:

- *Fall Kindergarten Orientation*
- *Fall Open House/Meet the Teacher Night*
- *Curriculum Night that incorporate activities to support families in working with children in literacy, math, etc.*
- *Fall Parent/Teacher conferences (additional conferences available based on need or parent request)*
- *PowerSchool*
- *Trimester Report Cards*
- *Parent Notification via Educational Support Plans for students receiving intervention support*
- *District and School Websites*
- *Telephone Calls/Email Correspondence*
- *Assessment Reports*
- *Monthly School Newsletters/District Publications*

5. Johnson Elementary agrees to take the following actions to submit any parent comments about the school-wide program plan when the school makes the plan available to the LEA, if the school-wide program plan is not satisfactory to the parents of participating children:

All written documentation of parent comments that reflect that the program is not satisfactory will be submitted to the building Principal and to the LEA.

6. Johnson Elementary agrees to take the following actions to jointly develop with participating parents a school-parent compact, outline how parents, school staff, and students will share the responsibility for improved student academic achievement:

Building compacts will be annually developed and reviewed in the following way:

- *The Parent/Teacher/Student compact is developed, with parent input, and reviewed annually. Revisions are made based on the annual survey results and additional suggestions provided by families.*
- *The compact is reviewed and given to all families at the Fall Parent/Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connections and allows all stakeholders to have a voice.*
- *This compact will be reviewed annually by the school.*

7. Johnson Elementary agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required, in a format and language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, Johnson Elementary will use the following strategies:

The School will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
- *Parent Volunteers*
- *After School Program*
- *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*

8. Johnson Elementary will provide assistance to parents of children served by the school in understanding the following topics:
 - The challenging State academic standards
 - State and local academic assessments
 - Title I, Part A requirements
 - How to monitor their child's progress
 - How to work with educators to improve their children's achievement

The school agrees to take the following actions in order to provide this assistance:

Materials, training, and meetings will be provided to families through the following:

- *Curriculum and parent workshops throughout the school year*
- *Curriculum materials/grade level expectation/PowerSchool information provided to families at conferences and/or meetings*
- *Meetings with school staff to share materials/training*
- *Parent/Teacher Conferences*
- *Open House*
- *Kindergarten Transition Events*

At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, local assessments, and available intervention in reading, language arts, and mathematics for students needing assistance.

9. Johnson Elementary agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:
 - The value of contribution of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between parents and school

Buildings will provide:

- *Professional development for staff that focuses on family engagement*
- *The opportunity for staff to be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities.*
- *Staff meetings and grade-level team meetings will provide the time and opportunity to discuss strategies to enhance parent involvement and how best to integrate this involvement into the educational program.*

10. Johnson Elementary will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The school agrees to take the following actions to coordinate and integrate parent involvement programs:

Buildings will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
- *Parent Volunteers*
- *After School Program*
- *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*

11. Johnson Elementary agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

12. Johnson Elementary agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

Parents can submit comments and requests to the school principal, who will do their best to provide reasonable supports for parent involvement activities.

Part III. Procedure Approval***

This School and Family Engagement procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This procedure was approved by the Johnson Elementary on 09/12/22 and will be in effect for the period of the school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022. Documentation will be kept in the Office of the Principal.

School-Parent Compact

School-Parent Compacts will be disseminated to parents annually at the start of the school year. Documentation will be maintained that clearly shows when and how this was done.

School Name: Johnson Elementary School

Principal: David Manning

School Phone Number: 802-888-6727

Website: jesvt.lnsd.org

Last Revised: November 2021

What is a School-Parent Compact?

The School-Parent Compact is a written document designed to build partnerships, be jointly developed with parents and families of Title I participating students that clearly outlines the goals and shared responsibilities of students, parents, and the entire school staff in improved student academic achievement.

Our Goals

District Goals:

The Faculty and Administration of the Lamoille North Supervisory Union/Lamoille North Modified Unified Union School District will:

- Treat all children and their parents/guardians with respect and dignity.
- Provide a caring and safe learning environment and be positive role models for their students.
- Initiate and maintain school to home communication.
- Provide regular progress reports regarding achievement in school.
- Insist upon high expectations for student learning.
- Design academic programs to meet the diversity of needs and learning styles in order to help each student achieve his/her goals.

See the attached School/Parent Compact for School Goals and Shared Responsibilities.

Building Partnerships

Communication

Staff can be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities. Volunteers are welcome in classrooms upon completion of the district volunteer application. In addition, families are encouraged to participate in the following activities:

- Room Parent/Helpers
- Classroom and Building Volunteers
- Chaperones for Field Trips

Jointly Developed

The School-Parent Compact is developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs. The compact is reviewed in the fall and surveys are provided in the spring of each year. This compact was approved by the Johnson Elementary School in November 2021, and will be in effect for the period of school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022.

JES Parent School Compact (Title 1) 2022-2023

Title 1 Parent School Compact

JES' "Title I School-Wide Program" allows the school to use its federal Title I funds to support a broad range of supplemental programming that strengthens instruction on a school wide basis. We use Title I funds to support our pre-school program, additional teachers, paraprofessionals to work with students struggling in reading and math, and our after school program. Further, these funds support professional development experiences for the staff.

As part of JES' "School-wide" Title I program, we have developed the following "parent-school compact", which sets forth the responsibilities that each of the three main partners in education – students, parents, and staff – must fulfill in order maximize educational outcomes for our students. It is important that families and schools work together to help students achieve high academic standards. Children feel a sense of pride when they know their parents are involved at their school and teachers feel rewarded and appreciated when they are supported by parents. The role of parents in a child's education is crucial and Johnson Elementary School welcomes you to become an active participant in our school community.

Staff Commitments:

The staff of the Johnson Elementary School agrees to carry out the following responsibilities to the best of our abilities:

School Learning Environment:

- We will provide an inviting, safe, and caring learning environment.
- We will model the school expectations of Respect, Responsibility, and Safety.
- We will participate in professional development to improve teaching and learning

Academics:

- We will develop curriculum that supports students in learning the content set forth in the Common Core State Standards, Next Generation Science Standards, College Career and Civic Life Framework for Social Studies
- We will provide meaningful assignments both at school and/or at home to reinforce and extend learning
- We will set high expectations for students
- We will motivate our students to excel
- We will help every child to develop a love of learning.

Habits of Mind:

- We will honor the whole child
- We will nurture and emphasize skills for life-long learning
- We will nurture and emphasize social and emotional cognitive skills and problem solving so that the student can engage in happy and healthy relationships
- We will promote a growth mindset in which the student experiences success along their own personal continuum

Family and School Partnership:

- We will support the formation of partnerships with families and the community.
- We will communicate regularly with families about student progress.
- We will actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place

Student Commitments:

The students of the Johnson Elementary School agree to carry out the following responsibilities to the best of their abilities:

- I will come to school ready to learn and work hard.
- I will bring necessary materials, completed assignments, and homework.
- I will know and follow the school expectations of Respect, Responsibility, and Safety.
- I will communicate regularly with my parents and teachers about school experiences
- I will read every day after school.
- I will limit my screen time (TV, computer, video games, etc.)

Parent / Caregiver Commitments:

The parents/families of Johnson Elementary School students agree to carry out the following responsibilities to the best of their abilities:

Home Learning Environment

- I will communicate the importance of education and learning to my child(ren).
- I will read to my child(ren) and/or encourage them to read independently every day.
- I will provide my child(ren) with a quiet time and place for homework.
- I will monitor and limit my child's screen time (TV, computer, video games, etc.)

Health and Wellness

- I will ensure that my child(ren) attend school every day, on time
- I will ensure that my child(ren) has a regular sleep schedule appropriate for his or her age
- I will ensure that my child(ren) has access to proper nutrition at home and/or through the school meals program

School Communication

- I will regularly monitor my child(ren)'s progress in school.
- I will attend the Parent Teacher conference in November
- I will contact my child(ren)'s teacher regularly to support my child(ren)
- I will feel comfortable contacting the school principal, Mr. Manning, as needed
- I will become familiar with school policies and procedures

School Involvement

- I will participate in activities such as the PTA, volunteering, chaperoning field trips and special events
- I will attend School Board meetings and/or read the meeting minutes
- I will Respect the school, staff, students, and families.

How to communicate your concerns to the school: Effective communication between parents and school staff is essential. If you have a question or concern about your child or any aspect of what is happening at school, it is usually best to contact your child's teacher. If you are dissatisfied with the teacher's response or if you feel the issue is not appropriate to discuss with the teacher, then you should contact the Principal. If the Principal is not able to resolve the issue to your satisfaction, then you may bring it to the attention of the Superintendent and/or School Board.

Right to Review Teacher Qualifications

As a parent of a student at Johnson Elementary School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner once requested. Specifically, you have the right to inquire about the following information regarding each of your child's classroom teachers:

- Whether the Vermont Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Vermont Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.

- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Additionally, you have the right to request the level of achievement of your child in each of the state academic assessments. If you would like to receive any of this information, please call our school business assistant, Darci Jewett, at 888-6730.

School Parent & Family Engagement Procedures

School Name: Waterville Elementary School

School Year: 2022-2023

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, Waterville Elementary receives Title 1, Part A funds. Therefore, Waterville Elementary will develop, with parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline how this school will involve parents and family members in the procedure development and build capacity for parent and family engagement in order to improve student academic achievement.

Part 1: Procedure Involvement

1. Waterville Elementary will hold 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 the school's participation in Title 1, to explain the Title I, and to inform parents of their right to be involved. The Waterville Elementary School agrees to take the following action:

An annual meeting will be held for families of all students to learn and provide input into the Title I Plan, inform families about programming and initiatives, seek input on perceived needs for parent/family education, review the School Parent/Family Engagement and School-wide Plan, explain our Title I program and provide information regarding ways families can be involved to help their child be successful. This meeting will occur in the first few months of each school year. Advance notification of the meeting day and time will be communicated in a variety of ways, including, but not limited to, school newsletters and automated emails/calls.

2. Waterville Elementary agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parental involvement.

Building family engagement activities will include:

An annual meeting will be held to inform families about programming and initiatives, review the District/School Family Engagement Policy and share ways families can be involved to help their child be successful. This meeting will occur in the first few months of the school year.

- *Advance notifications of the meeting day and time will be communicated.*
 - *Curriculum Nights*
 - *Parent Workshops*
 - *Parent Conferences in the Fall and Spring*
 - *Flexible IEP Meetings*
 - *Classroom and building volunteer work*
 - *Home Visits, as needed*
3. Waterville Elementary agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title 1 programs and the Parent and Family Engagement Policy and the joint development of the school-wide program plan in the following ways:

Families will be involved in the review and development of the policy through:

- *Reviewing and seeking suggestions for the District and School Family School Engagement Policies and the Home-School Compact from parents/families*
- *Hosting meetings to share the school's plan and to seek input regarding strengths/weaknesses and ways to change the plan*
- *Posting the District Family Engagement Policy on the web site*
- *Reviewing and signing Parent-Student-School Compacts at fall conferences*
- *Distributing School Family Engagement Plans at fall events (such as Open House) or electronically (via email or School Messenger)*
- *Conducting Program and Perception Surveys in the spring (March-May) for all families*
- *Reviewing and revising documents to incorporate suggestions based on parent survey results*
- *Expanding all avenues of communication with families (monthly newsletters, weekly classroom newsletters, District publications and websites) to increase family engagement*

4. Waterville Elementary agrees to provide parents of participating children the following:

- Timely information about Title I programs
- A description and explanation of the curriculum in use at the school, the forms of academic
- Assessment used, and the achievement levels of the challenging State academic standards
- Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
- Responses to these suggestions as soon as practicably possible

The school agrees to provide these in the following ways:

- *Fall Kindergarten Orientation*
- *Fall Open House/Meet the Teacher Night*
- *Curriculum Night that incorporate activities to support families in working with children in literacy, math, etc.*
- *Fall Parent/Teacher conferences (additional conferences available based on need or parent request)*
- *PowerSchool*
- *Trimester Report Cards*
- *Parent Notification via Educational Support Plans for students receiving intervention support*
- *District and School Websites*
- *Telephone Calls/Email Correspondence*
- *Assessment Reports*
- *Monthly School Newsletters/District Publications*

5. Waterville Elementary agrees to take the following actions to submit any parent comments about the school-wide program plan when the school makes the plan available to the LEA, if the school-wide program plan is not satisfactory to the parents of participating children:

All written documentation of parent comments that reflect that the program is not satisfactory will be submitted to the building Principal and to the LEA.

6. Waterville Elementary agrees to take the following actions to jointly develop with participating parents a school-parent compact, outline how parents, school staff, and students will share the responsibility for improved student academic achievement:

Building compacts will be annually developed and reviewed in the following way:

- *The Parent/Teacher/Student compact is developed, with parent input, and reviewed annually. Revisions are made based on the annual survey results and additional suggestions provided by families.*
- *The compact is reviewed and given to all families at the Fall Parent/Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connections and allows all stakeholders to have a voice.*
- *This compact will be reviewed annually by the school.*

7. Waterville Elementary agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required, in a format and language that parents can understand:

Information will be shared in a language parents can understand by providing:

- *Accommodations for families with disabilities and limited English proficiency*
- *Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards*
- *Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parents workshops, parent/teacher conferences to share information*
- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, Waterville Elementary will use the following strategies:

The School will coordinate with other programs including the following:

- *Transition to Kindergarten – Kindergarten activities may include educating preschool families and providing activities to educate daycares and community stakeholders on Kindergarten expectations.*
 - *Parent Volunteers*
 - *After School Program*
 - *Collaboration with School Engagement Specialist, local library, health agencies, and other community organizations/services to support families*
8. Waterville Elementary will provide assistance to parents of children served by the school in understanding the following topics:
 - The challenging State academic standards
 - State and local academic assessments
 - Title I, Part A requirements
 - How to monitor their child's progress
 - How to work with educators to improve their children's achievement

The school agrees to take the following actions in order to provide this assistance:

Materials, training, and meetings will be provided to families through the following:

- *Curriculum and parent workshops throughout the school year*
- *Curriculum materials/grade level expectation/PowerSchool information provided to families at conferences and/or meetings*
- *Meetings with school staff to share materials/training*
- *Parent/Teacher Conferences*
- *Open House*
- *Kindergarten Transition Events*

At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, local assessments, and available intervention in reading, language arts, and mathematics for students needing assistance.

9. Waterville Elementary agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:
 - The value of contribution of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between parents and school

Buildings will provide:

- *Professional development for staff that focuses on family engagement*
- *The opportunity for staff to be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities.*
- *Staff meetings and grade-level team meetings will provide the time and opportunity to discuss strategies to enhance parent involvement and how best to integrate this involvement into the educational program.*

10. Waterville Elementary will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The school agrees to take the following actions to coordinate and integrate parent involvement programs:

Buildings will coordinate with other programs including the following:

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11. Waterville Elementary agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language that parents can understand:

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- *Accommodations for families with disabilities and limited English proficiency*
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- *Other methods as requested by families to support them in understanding information about the school or their child's progress*

12. Waterville Elementary agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

Parents can submit comments and requests to the school principal, who will do their best to provide reasonable supports for parent involvement activities.

Part III. Procedure Approval

This School and Family Engagement procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This procedure was approved by the Waterville Elementary School on 09/12/22 and will be in effect for the period of the school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022.

Documentation will be kept in the Office of the Principal.

School-Parent Compact

School-Parent Compacts will be disseminated to parents annually at the start of the school year. Documentation will be maintained that clearly shows when and how this was done.

School Name: Waterville Elementary School

Principal: Jan Epstein

School Phone Number: 802-521-5550

Website: wes.lnsd.org

Last Revised: November 2021

What is a School-Parent Compact?

The School-Parent Compact is a written document designed to build partnerships, be jointly developed with parents and families of Title I participating students that clearly outlines the goals and shared responsibilities of students, parents, and the entire school staff in improved student academic achievement.

Our Goals

District Goals:

The Faculty and Administration of the Lamoille North Supervisory Union/Lamoille North Modified Unified Union School District will:

- Treat all children and their parents/guardians with respect and dignity.
- Provide a caring and safe learning environment and be positive role models for their students.
- Initiate and maintain school to home communication.
- Provide regular progress reports regarding achievement in school.
- Insist upon high expectations for student learning.
- Design academic programs to meet the diversity of needs and learning styles in order to help each student achieve his/her goals.

See the attached School/Parent Compact for School Goals and Shared Responsibilities.

Building Partnerships

Communication

Staff can be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities. Volunteers are welcome in classrooms upon completion of the district volunteer application. In addition, families are encouraged to participate in the following activities:

- Room Parent/Helpers
- Classroom and Building Volunteers
- Chaperones for Field Trips

Jointly Developed

The School-Parent Compact is developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs. The compact is reviewed in the fall and surveys are provided in the spring of each year. This compact was approved by the Waterville Elementary School in November 2021, and will be in effect for the period of school year 2022-2023. The school will distribute this procedure to all parents of participating Title I, Part A children on or before September 23, 2022.

TITLE I WATERVILLE ELEMENTARY PARENT-SCHOOL COMPACT 2022-2023

Waterville Elementary School is fortunate to be receiving Title I funds from the federal government. Title I funding is determined by the number of students eligible for free and reduced lunch. The Title I funds we receive have allowed us to hire a full-time teacher, equipment, electronic devices, assessment and intervention materials, and supplies we would not have been able to afford through our general funds. As part of the Every Student Succeeds Act and a requirement for receiving these funds, the Title I regulations require schools to create a Parent-School Compact. The spirit behind this compact is to highlight the importance of having parents, students, and teachers working together with the common goal of increasing student learning and achieving high academic standards. The compact hopes to create ongoing discussions that include teachers, families, students, the school board and other community members to commit to the following roles and responsibilities for the partners in the education of the children of Waterville and Belvidere to agree to carry out:

Staff Pledge:

The staff of Waterville Elementary School agrees to carry out the following responsibilities to the best of our abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate our students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide an inviting, safe and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place for families and to help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

The students of the Waterville Elementary School agree to carry out the following responsibilities to the best of their ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with our parents and teachers about school experiences so that they can help us to be successful in school.
- Limit TV watching and study or read every day after school.
- Respect the school, our classmates, the school's staff and families.

Family/Parent Pledge:

The parents/families of Waterville Elementary School agree to carry out the following responsibilities to the best of their ability:

- Provide a quiet time and place for homework, and monitor TV and computer viewing.
- Read to our children or encourage them to read independently every day.
- Ensure that our children attend school every day, get adequate sleep, regular medical attention, and proper nutrition.

- Regularly monitor our children's progress in school.
- Participate at school in activities such as parent organization meetings, volunteering, chaperoning field trips and special events, attending parent-teacher conferences and attending school board meetings.
- Communicate the importance of education and learning to our children.
- Respect the school, staff, students and families.

<i>VSBA Version:</i>	9/24/2021
<i>Date Warned:</i>	June 2022
<i>Date Adopted:</i>	9/12/22
<i>Legal Reference:</i>	20 U.S.C. Statute 7801(38) 20 U.S.C .Statute 6318 16 V.S.A. Statute 43
<i>Cross Reference:</i>	