



Anne E. Moncure Elementary School

Parent and Family Engagement Policy and Compact

Anne E. Moncure Elementary jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it. A list of committee members responsible for the writing of this policy can be found in Appendix A. This policy was distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community by being posted on the school website. If the Title I plan is not satisfactory to the parents of participating children, Stafford County Public Schools will submit any parent comments with the application when the plan is submitted to the state. This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

Part 1. POLICY INVOLVEMENT

Anne E. Moncure Elementary will:

1. Convene an annual meeting to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved;
2. Offer a flexible number of meetings- A schedule of this year's meetings can be **found in Appendix B.**
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan (if applicable);
4. Provide parents of participating children:
 - a. timely information about Title I programs;
 - b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
5. If the program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (if applicable)

Part 2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

SCHOOL-FAMILY COMPACT

Anne E. Moncure Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the school staff, and students will share the responsibility for improved student academic achievement. Also, the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

This school-parent compact is in effect during the school year 2022-23.

SCHOOL RESPONSIBILITIES

Anne E. Moncure Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:
 - a. provide comprehensive, structured literacy programs,
 - b. provide a comprehensive Standards-based mathematics,
 - c. provide targeted assessment for literacy and mathematics to monitor progress for each student, and
 - d. ensure research-based materials and strategies are being used for each subject area
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide report cards every nine weeks, performance reports, and opportunities for conferences throughout the year.
4. Provide parents opportunities to support their school by volunteering and/or participating in school and classroom activities.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any school-wide program plan (if applicable), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents

of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. Provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide families with students in grades 3-5 an individual student report about the performance of their child on state assessments (SOL)
12. Provide families with the results of universal screening data in math and language arts three times per year. In addition, our school will provide families with an intervention plan for any student who has not met the minimum benchmarks on universal screeners.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002

Parent/Guardian Responsibilities

We, as parents, will support our children's learning in the following ways:

- Ensuring my child arrives on time and attends regularly.
- Ensuring that homework is completed by checking my child's backpack and agenda regularly.
- Monitoring the amount of time spent on electronic devices including television, social media, video games.
- Monitoring for appropriate content and interactions on electronic devices including television, social media, video games.
- Monitoring sleep habits to make sure my child is rested and prepared for school.
- Promoting positive use of my child's extracurricular time such as encouraging athletics, music, games, clubs, etc.
- When possible, volunteering in my child's classroom or school community.
- Participate as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A, parent representative on the school's school Improvement team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the state's Committee of Practitioners, the school support team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Do my best by showing respect to others at home, school, bus and in my community.
 - At home:
 - Get a good night's sleep,
 - practice skills and reading regularly. Asking for books if I don't have one.
 - Use my electronic devices appropriately.
 - Try to be active by dancing, walking, running, playing inside or outside.
 - Listen to my grown-up(s).
 - At school:
 - Do my best by participating every day and asking for help when needed.
 - Listen to teachers and trusted- adults.
 - Show kindness to friends and classmates.
 - On the bus or in my community:
 - Listen to others, my bus driver, and trusted adults.
 - Show kindness to people around you on the bus.

Part 3. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Anne E. Moncure Elementary School and the Stafford County Public Schools assisted under this part:

1. Shall provide assistance to parents of children served by Anne E. Moncure Elementary school and the Stafford County Public Schools, as appropriate, in understanding such topics as the state's academic content standards and State student academic achievement standards, state and local academic assessments; also monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall provide materials and training to help parents work with their children to improve individual achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents; and how to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start and other programs; conduct other activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format that is practicable and in a language that

parents can understand;

6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request;
7. Help to build capacity among parents and families. Encourage families to support and inform each other.
8. May adopt and implement model approaches to improving parental involvement.
9. Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part 4. ACCESSIBILITY

Anne E. Moncure Elementary, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand. From DOJ- School districts must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.

Appendix A

Committee members are responsible for writing and revising the school family engagement policy. The council consists of a variety of stakeholders (such as an administrator, teacher, specialist, service personnel, parent, student, and/or community member, etc.) for compliance with the Title I grant.

2022-2023 Family Advisory Council for Moncure Elementary School

1. Greg Machi - Principal
2. Nicole Clemente - Assistant Principal
3. Joe Price Assistant Principal / Parent
4. Ana R Guzman - Parent
5. Erin Haberkost - Reading Specialist / Parent
6. Yavette Garcia Rodriguez - Parent
7. Mayra Gallegos Perez - Office Assistance / Parent
8. Princesa Rojas Family Engagement Specialist/ Parent
9. Erika Cantu-Glave - ESOL Staff
10. Shannon Johnson - Counselor
11. Jamie Heatwole - Gifted Resource Teacher
12. Susan Kutt - Math Specialist
13. Wendy Martin - SIOP Coach
14. Newton, Tyler - ITRT

Appendix B

Schedule of Title 1 Family Information Meetings

September, 23 2022 @ 10:30AM

Appendix C

MES - 2022-23 Family Engagement Plans

- Title 1 Information Night (In-Person): **September 1st @ 6:30**
- Language Arts
 - In-Person
 - Parent University (By invitation only): **Date TBD**
 - Support at risk students
 - Provide dinner
 - Provide child care
 - Specialized sessions to meet identified student needs
- Math
 - In-Person
 - Parent University (By invitation only): **Date TBD**
 - Support at risk students
 - Provide dinner
 - Provide child care
 - Specialized sessions to meet identified student needs
- Guidance
 - Bear Talk
 - Managing Emotions (Ways to handle being upset): **Date TBD**
 - Transitions and change
- SOL
 - Bear Talk
 - SOL Parent Information: **Date TBD**
 - About SOLs
 - SOL Preparation - Strategies for at home
- Technology
 - Help with initializing ParentVue
 - Upon Registration - welcome communication
 - How to connect for the first time (Video)
 - How to connect your family together (Video)
 - Bear Talk
 - Digital Citizenship: **Date TBD**
 - In Person
 - Sixth Grade Registrations (Electives): **Date TBD**
- Science
 - Bear Talk
 - Live Science Experiment with Mr. Machi: **Date TBD**