



WATERBURY PUBLIC SCHOOLS

Group/Team	NEMS School Governance Council		
Meet Link: https://meet.google.com/isv-rqen-sat	Date of Meeting: 1/12/23	Start Time: 7:30a.m.	Finish Time: 7:51



Team Norms (subject to change; based on team decision): <ol style="list-style-type: none">1. All meetings will start on time.2. A specific agenda will be set for all meetings.3. All team members will agree to stay on specific agenda topics.4. Protocols to guide discussion are applied –all participants will be muted, post questions using the chat box.5. All questions will be addressed at the end of each agenda item.
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Agenda Item	Due Date
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WATERBURY PUBLIC SCHOOLS

1. Title 1 Events for 2022-2023 (Subject to change due to funding and Covid 19 restrictions)

- STEM Night - 1/25/23
- Black History Month Literacy Night - 2/7/23
 - London Carter Williams “Our First Protest”
 - Teachers should read the books to their classes again. The feedback last year were extremely positive. Books are already available
- SEL Art Night - 3/23
 - Ms. Cremens will do an SEL art therapy project with participants.
 - Painted masks - paint your “inner self” on the interior
 - Alternate project: Mandalas to color for stress relief
- Liberty Bank Financial Literacy Event - 3/23 or 4/23
(*waiting to hear back with availability*)
 - Parents & Students will participate in a financial literacy event hosted by Liberty Bank
- Virtual 5K - 4/23
- 6th Open House - 5/23
- Ram Fam Jam - 6/23
 - Need to pick date so we can start booking. PO’s must be completed by March
 - Old-school picnic theme again?
 - Pick 2 food vendors

5/31 with 6/7
as rain date.
Old school
picnic
approved.
Frankies & Taco
truck or BBQ



WATERBURY PUBLIC SCHOOLS

Old Business - Trivia Extravaganza - January? (loop in math, social studies, science) STEM Night update, Potluck update (35-40 attendees)

New Business

- RamFam Jam!!
- Compacts
 - Needs to be reviewed & approved: Parental/Family Engagement Policy
 - <https://www.waterbury.k12.ct.us/6/Content2/23340> (also posted following SGC attendance section)
 - Title I schools' written parental/family engagement policy is updated evaluated annually and available to the community and in a language parents can understand.
 - Don't have: School-Parent Compact
 - Title I schools and parents jointly develop a school-parent compact. Compact is a written agreement that "identifies the activities that the parents, the entire school staff and the students will undertake to share responsibility for improved student academic achievement".
 - Who can help create a draft?
 - Draft will be provided for approval next meeting 2/9/23

Empowered to be me- Thursday, Feb 23, 2023 12:30-1:30 Theme: Entrepreneurship

Black History Trivia-

Holding until we have more info on LCW

Approved - No changes recommended by the committee

Committee will provide suggestions and approval

Start February 1st



WATERBURY

PUBLIC SCHOOLS

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WATERBURY PUBLIC SCHOOLS

NEXT STEPS		Person(s) Responsible
Complete School-Parent Compact draft for next meeting		<u>All members-2/9/23</u>
Pick out games for RamFamJams		
Daily Trivia starting Feb 1		All teachers and staff
Twisty Bros for Ram Fam Jam		Mrs. Herbert-By 2/6/23

Attendance <i>(list names, titles of all members of team; insert X if member is in attendance for the meeting)</i>					
Sharell Herbert, Gold House Principal	X	Jackie Gilmore , Principal		Evelynn Devin , Parent Liaison	X
Jennifer Rosa, Teacher	X	James Simpson, Blue House Principal		Carl Rosa, Community Member	
Leah Pask, Attendance Counselor	X	Bette Bisaillon - Parent	X	Alzeni Eduardo de Souza - parent	X



WATERBURY PUBLIC SCHOOLS

Parent and Family Engagement Policy for Title I Students

The Board of Education (Board) endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent and family engagement policy. This policy shall be distributed in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, this policy shall be made available to the public and updated periodically, as necessary to fulfill the requirements of the parent and family engagement portion of ESSA (Section 1010).

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental and family engagement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

The ability to be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs; The opportunity to be involved in an annual evaluation of the content and effectiveness of this policy in improving in those schools receiving Title I funds the academic quality; (Evidence-based strategies shall be used by the Board, based on this evaluation, by design more effective parental involvement)

Information about programs provided under Title I;

A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and the opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.



WATERBURY PUBLIC SCHOOLS

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided.

Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The required annual evaluation of the District's Title I program shall include identifying:

Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies which can support successful school and family interaction.

Each school in the District receiving Title I funds and involved in Title I programs shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's challenging academic achievement standards; Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language understandable to family members.

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parent's efforts at home to assist their children on learning activities.



WATERBURY PUBLIC SCHOOLS

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in District Title I programs.

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 14-95 §1010 (2015)

20 U.S./C. §7801 - Definitions