

Bacon District Elementary School

School Year: 2023-2024

Parent and Family Engagement Policy/Plan and Procedures

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

- A. Bacon District Elementary School will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.

Bacon District Elementary School jointly revised this parental involvement policy in consultation with school personnel, community members, and parents and adopted it in October 2023. A list of committee members responsible for the revisions to this policy is included in Appendix A. This policy was distributed to parents of participating children after it was adopted, provided in a language the parents can understand. This policy shall be made available to the local community by posting on the Bacon District Elementary School's webpage. A hard copy will also be available, if requested, in the Bacon District Elementary School office.

- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The Annual Meeting will be held on October 23, 2023 at Bacon District Elementary School.

- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.

A list of scheduled meetings is included in Appendix B. In addition, at least one week's notice will be provided to parents before all meetings. Parents may also schedule a meeting with the principal at any time throughout the school year. If a parent is unable to attend a scheduled meeting, they may contact the school to obtain any information they missed. Meetings will be scheduled to accommodate the parents' schedules.

- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.

In addition to regular meetings throughout the year which review the current program and discuss concerns, surveys are sent home at the beginning, middle and end of year to parents to ascertain needs and concerns. Survey data, along with student data and input from community members and school personnel, is used in planning, reviewing, and improving the school plan. A School Improvement plan is developed, using information from the needs assessment. Bacon District Elementary School is Fully Accredited and, therefore, not under formal academic review and improvement.

- E. Provide parents of participating children—
1. timely information about programs under this part.

Information about Title I programs is provided to parents at least a week in advance. Regular meetings are scheduled at the beginning of the school year. Parents are notified by notes and instant messenger. The schedule is posted on the school's webpage. (See Appendix B)

2. 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.

See Part II for description and explanation of the curriculum, forms of assessment, and required proficiency levels.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Parents may schedule a meeting with the principal at any time throughout the school year. If the parent provides suggestions or requests formal meeting review concerns, the principal will schedule a meeting of the appropriate committee as soon as possible (within 10 days). If a parent is unable to attend a scheduled meeting, they may contact the school to obtain any information they missed. Every effort will be made to schedule meetings to accommodate the parents' schedules.

- F. If a school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.

Any concerns expressed by parents, students, school personnel, or community members about the School wide Program Plan and/or the School-Parent Compact, will document parent concerns and commitments to the plan(s) when submitting the plans to the Title I Coordinator in Charlotte County Public Schools.

PART II- SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

SCHOOL-PARENT COMPACT

Bacon District Elementary School staff, 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) and students agree this compact outlines how the parents, the school staff, and students will share the responsibility for improved student academic achievement, as well as, 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 2023-2024 school year.

School Responsibilities

Bacon District Elementary School 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:

The faculty and administration of Bacon District Elementary School believe its students are special people with diverse needs. We are dedicated to helping the students develop a positive self-image while teaching the fundamental, academic skills. Our educational program provides a structured environment in which our students can express themselves within the guidelines of acceptable behavior. Our teachers foster a strong relationship with students to enhance their self-esteem. Emphasis is placed on developing learning experiences to help students develop intellectually, emotionally, socially, and physically.

We realize each child is an individual with unique characteristics and different learning needs. It is our responsibility to motivate, develop potential, and guarantee a feeling of success to all students. We constantly adapt the curriculum and teaching styles to meet the needs of our school community. This ensures feelings of adequacy, security, and self-respect.

CURRICULUM: The curriculum is a comprehensive, integrated program, which provides the strongest research-based early literacy curriculum that seamlessly weaves solid content that captures children’s natural curiosity about the world into an activity-centered day.

The curriculum covers all domains of learning: Language and Literacy, Social Studies, Science, Mathematics, The Arts, Physical Development, and Social and Emotional Development.

Assessment

- Within the first nine weeks of school, the Virginia Language and Literacy Screening System (VALLS) formally known as Phonological Assessment Literacy Screen (PALS) is administered to students in pre-kindergarten through third grade to determine literacy development and aid in instructional planning. Students found eligible to receive services are screened again at mid-year for kindergarten through third grade. All students in pre-kindergarten through second grade are screened again in May to determine academic growth.
- Virginia Supports teaching and learning through a statewide system of support and accountability for the commonwealth’s public schools and school divisions.

The Commonwealth sets rigorous academic standards, known as the Standards of Learning (SOL) and measures achievement through annual SOL tests and alternative assessments. This system provides schools, school divisions, and the Virginia Department of Education with critical data to inform the development and implementation of effective instructional strategies and best practices.

SOL assessments measure students’ achievement in English, mathematics, science and history/ social science. Students at Bacon District Elementary are assessed in English and mathematics in grades 3-5. SOL tests for science are administered in grade 5. Virginia Studies is administered to Bacon District Elementary students in grades 4. Local alternative assessments are administered to 3rd graders for science and history.

Standards of Learning assessments; reading and mathematics; grades three through eight; individual student growth. Requires the Board of Education to establish, in lieu of a one-time end-of-year assessment and for the purpose of providing measures of individual student growth over the course of the school year, a through-year growth assessment system, aligned with the Standards of Learning, for the administration of reading and mathematics assessments in grades three through eight. The bill requires such through-year growth assessment system to include at least one beginning-of-year, one mid-year, and one end-of-year assessment in order to provide individual student growth scores over the course of the school year, provided that the total time scheduled for taking all such assessments shall not exceed 150 percent of the time scheduled for taking a single end-of-year proficiency assessment. The bill requires the Department of Education to ensure adequate training for teachers and principals on how to interpret and use student growth data from such assessments to improve reading and mathematics instruction in grades three through eight throughout the school year. The bill provides that with such funds and content as are available for such purpose, such a through-year growth assessment system shall provide accurate measurement of a student's performance, through computer adaptive technology, using test items at, below, and above the student's grade level as necessary. The bill requires full implementation of such a system no later than the 2022–2023 school year and partial implementation during the 2021–2022 school year consisting of one beginning-of-year assessment and one end-of-year assessment. This bill is identical to **SB 1357**.

In the fall of 2023, the Grades 3-8 Growth Assessments will be administered to students in fall, midyear, and the Spring of 2023.

- 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. Specifically, those conferences will held as follows:**

Open House was scheduled 1:00 to 6:00 pm prior to the beginning of the school year in an effort to accommodate parents' work schedule. Teachers met with parents and students by appointment to reduce crowding.

Parent-teacher conferences will be scheduled, during the evening hours of the work week, at the conclusion of the first nine-week grading period. In addition, parents are welcome and encouraged to meet with teachers at any time during the school year to discuss their child's progress. We encourage scheduling a conference with the teacher in advance. If any student is not making satisfactory progress anytime throughout the school year, parents will be notified and a conference will be requested.

- 3. Provide Parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Reports of each students' progress will be sent home every 4.5 weeks or eight times each school year. Informal progress reports will be sent in the middle of each nine-week grading period. Formal report cards will be sent home at the end of each nine week grading period. Parents can also monitor their child's progress by logging into the Parent Portal at any time to see their child's assignments and grades as well as attendance for every class.

- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

The principal and teachers are generally available to meet with parents Monday through Friday during normal school hours. It is recommended that the parent call or come by the school to schedule a meeting in order to avoid having the teacher miss instructional time with his/ her students. Teachers maintain communication logs to document regular contact/ communication with parents.

- 5. Provide parents opportunities to volunteer and participate at the school, as follows:**

Bacon District Elementary School staff welcomes parent involvement in many ways. Parents are welcome to visit or volunteer in their child(ren)'s classroom, accompany their child(ren) on field trips, or eat lunch with their child(ren). The school hosts two parent luncheons and one grandparent's luncheon each year to have parents and grandparents eat lunch with their child(ren). Parents are also encouraged to volunteer to assist teachers with classroom events throughout the year and field day activities that we have at the end of each year. Parents are requested to call and confirm their attendance with their child(ren)'s teacher. (Events may be canceled due to the Covid-19 restrictions)

- 6. Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members understand.**

- Google Translate is used to change written correspondence into the parent's language when possible;
- Our ESL teacher and/ or high school Spanish teacher will serve as a translator, when needed for effective communication with parents;
- Communication related to school and parent programs, meetings, and other activities are sent both in written, paper form, as well as electronically (phone, text messages, instant alerts, and school web page).

- Communication Logs which document teacher/ administrators' contact with parents are required.

Parent Responsibilities

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

- Seeing that my child attends school regularly and is on time.
- Providing a quiet place for my child to study at home.
- Encouraging my child to complete all homework assignments.
- Monitoring the amount of television my child watches.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Talking with my child about his or her school activities each day.
- Monitoring my child's progress by checking progress reports and report cards and contacting teachers when a concern arises.
- Attending Parent-Teacher Conferences in order to discuss my child's progress with his or her teacher.
- Working with my child's teachers to assist him or her in doing his or her best.
- Encouraging my child to read at home and apply all their learning in daily life.
- 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 sent with 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 Parent Committee, the district's Federal Advisory Group or the state's Committee of Practitioners.

BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, **each school and district must:**

1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
 - Standards of Learning objectives are sent home for every subject at each grade level;
 - Information on how to access the Parent Portal is provided to every parent at the beginning of the year and upon request throughout the school year;
 - Monthly Parent Involvement Newsletters with academic and parenting suggestions are provided.

2. Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).
 - Monthly Parent Involvement Newsletter (**Parents Make the Difference**) is provided.

- Parent resources, located in the main office, are available for checkout.
3. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parents and their communities to increase academic achievement.
 - At our regularly scheduled meetings, the importance of partnering with the parents is discussed.
 - Communication Logs which document teacher/ administrators' contact with parents are required.
 4. Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.
 - Parent luncheons are held regularly; these provide opportunities for the parents to participate with their child(ren) in school social and academic activities and interact with teachers and school personnel.
 - School programs (including Preschool programs), scheduled throughout the year, allow students to perform for their parents and the community; this further promotes family engagement and participation.
 - Family Literacy Nights are scheduled to encourage parents to visit the book fair, if there is one, and to read to their child(ren).
 5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
 - Google Translate is used to change written correspondence into the parent's language when possible;
 - Our ESL teacher and/ or high school Spanish teacher will serve as a translator, when needed for effective communication with parents;
 - Communication related to school and parent programs, meetings, and other activities are sent both in written, paper form, as well as electronically (phone, text messages, instant alerts, and school web page).

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

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| August 3, 2023 | Open House 1pm-6pm | September 2, 2023- 21st C- Saturday Event |
| September 18, 2023 | PTO Meeting | October 7, 2023- 21st C-Saturday Event |
| September 20, 2023 | Grandparents Luncheon | October 14, 2023 21st- Field Trip |
| October 23, 2023 | 21st Century Kick-off Title I Reading Night/Parent Visitation | November 4,2023- 21st C Event |
| November 16, 2023 | Parent Luncheon Pre-K-2 | November 25, 2023- 21st C Field Trip |
| December 4, 2023 | PTO Program Grades 3-5 Performance | December 2, 2023- 21st C Saturday Event |
| February 15, 2024 | Parent Luncheon Grades 3-5 | January 13, 2024- 21st C Parent Event |
| March 4, 2024 | PTO Program Pre K-2 Performance | January 27, 2024- 21st C Field Trip |
| May 10, 2024 | Bacon School Day | February 3, 2024- 21st C Parent Event |
| May 14, 2024 | Pre-K Promotion | February 16, 2024- 21st C Parent Event |
| May 15, 2023 | 5th Grade Graduation | February 24, 2024- 21st C Parent Event |
| | | March 2, 2024- 21st C Parent Event |
| | | March 15, 2024- 21st C Parent Event |
| | | March 23, 2024- 21st C Field Trip |
| | | April 13, 2024- 21st C Parent Event |
| | | April 27, 2024- 21st C Field Trip |
| | | May 4, 2024- 21st C Parent Event |
| | | May 11, 2024- 21st Field Trip |

PART IV-ADOPTION – This Bacon District Elementary School Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by Bacon District Elementary School on October 02, 2023 and will be in effect for the period of the 2023-2024 school year. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 10/23/2023.

Signature of Title I Authorized Representative

Date:

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

Name: *Andrew R Wilson*

Role or Title: *Parent*

Signature: *[Handwritten Signature]*

Name: *Elizabeth Blair Trent*

Role or Title: *Parent*

Signature: *[Handwritten Signature]*

Name: *Tonya W. Reed*

Role or Title: *Teacher*

Signature: *[Handwritten Signature]*

Name: *Shama Agee*

Role or Title: *Teacher / Parent*

Signature: *[Handwritten Signature]*

Name: *Emily Toombs*

Role or Title: *Teacher / parent*

Signature: *[Handwritten Signature]*

Name: *Anne C. Snead*

Role or Title: *Principal*

Signature: *[Handwritten Signature]*

Add lines as needed.