Dear Parent(s)/Guardian(s) and Students,

We welcome you to the School-wide Title I Program at Livingston Elementary. We are excited about providing the best educational experience for your child and we look forward to an exciting school year. Enclosed you will find several items of information concerning the Title I program:

1. Title I Brochure
2. Newton County School System Parent and Family Engagement Policy
3. School Parent and Family Engagement Policy
4. School-Parent Compact
5. Title I Parent Information Letter/School’s Designation (if any)
6. Parent’s Right to Know Letter
7. Complaint Procedures
8. Fraud, Waste, Abuse, and Corruption Policy
9. Occupational Survey
10. Homeless Brochure

Please sign and immediately return the following forms to your child’s school.
   1. Letter of Notification - (Gold Form)
   2. School-Parent Compact-(Gold Form)
   3. Occupational Survey (Gold Form)

If you have questions about the Title I program, please contact the principal, Dr. Yoli Curry at 770-784-2930 or email at curry.yoli@newton.k12.ga.us

Thank you for your support of Title I program at Livingston Elementary.

Sincerely,
Dr. Yoli Curry
Principal

******************************************************************************

Please sign and return

Student’s name ___________________________ Date __________

Parent’s Signature ___________________________ Date __________
Dear Parent/Guardian,

Livingston Elementary, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child’s teacher and keep the School-Parent Compact as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

Sincerely,

Dr. Yoli Curry
Principal

Teachers Signature: ___________________________ Date: _____________

Parent/Guardian Signature: ___________________________ Date: _____________

Student Signature: ___________________________ Date: _____________
Parent Occupational Survey

Please complete this form to determine if your child(ren) qualify to receive supplemental services under Title I, Part C

Name of Student(s)  Name of School  Grade

____________________________________  ______________________________  __________________

____________________________________  ______________________________  __________________

____________________________________  ______________________________  __________________

____________________________________  ______________________________  __________________

1. Has anyone in your household moved in order to work in another city, county, or state, in the last three (3) years? □ Yes □ No

2. Has anyone in your household been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? □ Yes □ No

If you answer “yes”, check all that applies:

□ 1) Planting/Picking vegetables (tomatoes, squash, onions, etc.) or fruits (grapes, strawberries, blueberries, etc.)
□ 2) Planting, growing, cutting, processing trees (pulpwood), or raking pine straw
□ 3) Processing/Packing agricultural products
□ 4) Dairy/Poultry/Livestock
□ 5) Packing/Processing meats (beef, poultry, or seafood)
□ 6) Commercial fishing or fish farms
□ 7) Other (Please specify occupation): _______________________________________________________

Names of Parent(s) or Legal Guardian(s) _______________________________________________________

Current Address: _____________________________________________________________________________

City: ___________________ State: ___________ Zip Code: ___________ Phone: ________________________

Thank You! Please return this form to the school

Please maintain original copy in your files.

MEP funded school/district: Please give this form to the migrant liaison or migrant contact for your school/district.

Non-MEP funded (consortium) school/districts: When at least one "yes" and one or more of the boxes from 1 to 7 is/are checked, districts should fax occupational surveys to the Regional Migrant Education Program Office serving your district. For additional questions regarding this form, please call the MEP office serving your district:

GaDOE Region 1 MEP, 201 West Lee Street, Brooklet, GA 30415  Toll Free (800) 621-5217  Fax (912) 842-5440

GaDOE Region 2 MEP, 221 N. Robinson Street, Lenox, GA 31637  Toll Free (866) 505-3182  Fax (229) 546-3251

Family Contacted/Attempt Date: __________ Sent to Regional Office on: __________
PARENT

Resource Room

WHAT IS IT?
A Parent Resource Room or section is located at each Title I School. It is a place developed for the purpose of making the school more accessible to families by providing you with educational tools and resources to encourage learning beyond the school day.

WHAT’S AVAILABLE IN THE PARENT RESOURCE ROOM?

- Parent Engagement Brochures
- Subject Area Materials
- Leveled Reading Books
- Math Manipulatives
- ....And Much More

WHEN IS THE RESOURCE ROOM AVAILABLE AT MY CHILD’S SCHOOL?

Please contact your child’s school’s Title I Parent Contact to find out more about the parent resource room at your child’s school.
A PARENT’S GUIDE TO TITLE I

Welcome to our school!

We are one of Newton County Schools providing instruction to students through a Title I Schoolwide Program. The information that follows is intended to assist parents and the community in understanding what it means for our school to have a Title I Schoolwide Program.

What is a Title I?

Title I is a part of the Federal Elementary and Secondary Education Act (ESEA). The Act provides financial assistance to state and local education agencies to meet the educational needs of children who may be at risk of failing the state’s performance standards.

What is a Title I Schoolwide Program?

A School-Wide Program uses Title I funds to develop and maintain quality educational services in the core academic areas in order to raise academic achievement for all students at the school.

What are the benefits of a Schoolwide Program?

The benefits that our school receives by having a Title I School-Wide Program include:

- Flexibility in having personnel provide instruction to students.
- ALL students can have their academic needs met.
- ALL staff can participate in professional development.

All of our energies and resources are directed toward helping every student in our school meet and exceed state performance standards.

Parent and Family Engagement at Our School

Our staff understands the importance of involving parents as partners in the education of their children. As a Title I school, we encourage parent support of student instruction through learn-at-home activities and school level volunteer opportunities. Additional focal points for parent involvement include development of parenting skills, communication styles and community collaboration. The following are ways we invite and encourage parents to be involved at your child’s school:

- Increasing Parent Awareness by providing each parent a copy of the district and school parent and family engagement policies.
- Encouraging each parent to sign and fulfill the harmony of the School-Parent Compact.
- Providing a voice for parent by participating in Parent Surveys and input meetings.
- Building school and community support by hosting parent meetings and workshops.
- Providing parents with Rights to Know information concerning Teacher Certification status.
Please visit our website to gain more information about Newton County School System’s Title I Program.

- Parent and Family Engagement
- Title I Department Personnel
- Title I, Part A-Schoolwide Programs
- Title I, Part A-Targeted Assistance Programs
- Title I, Part A-Reward Schools
- Title I, Part C-Migrant Education
- Title III-EL/Immigrant Education
- Title IX, Part A-Homeless Education Program
- Title I Resources
- Fraud Procedures
- Complaints and Procedures

Recommended websites for parents and students:

- www.newtoncountyschools.org - Locate information about departments, programs and schools within the county. Learn more about the State Title I Program.

- https://campus.newton.k12.ga.us/campus/portal/newton.jsp- Provides parents access to accurate, current and confidential information about students’ school attendance, grades, class assignments, and more on the Infinite Campus portal. Login information is provided by each school of attendance.

For more information, contact the following:

**Dr. Shelia Thomas** – Chief Strategy and Community Outreach
thomas.shelia@newton.k12.ga.us
770-787-1330 ext. 1250

**Dr. Cara Richardson** – Parent Involvement and Compliance Coordinator
richardson.cara@newton.k12.ga.us
770-787-1330 ext. 1228
2109 Newton Drive
Covington, GA 30014
What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child’s learning.

(B) That parents are encouraged to be actively involved in their child’s education.

(C) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described in Section 1116 of the ESSA.

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Newton County School System (NCSS) has developed this parent and family engagement policy that establishes the district’s expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district’s Title I schools. This plan will describe NCSS’s commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children’s education. Consistent with Section 1116, the NCSS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.
Jointly Developed

During each Title I School’s Annual Revision and Development meeting, all parents are invited to participate and provide suggestions and ideas to improve the LEA’s Parent and Family Engagement Policy for the 2019-2020 school year. The school sent a letter to all parents informing them about the meeting and posted an announcement on their school’s website. During the meeting, parents also reviewed and discussed, the development of the School Parent and Family Engagement Policy in addition to the CLIP, the School-Parent Compact, the 1% Parent Allocation, Building Staff Capacity, and the Title I Schoolwide Plan.

Upon final revision, the district parental involvement policy was incorporated into the CLIP, which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the district’s website or by submitting written comments to their child’s school. All feedback received was considered when revising policy for this school year.

The district’s parental involvement policy was posted on the district websites, distributed as part of the Title I Parent Involvement Handbooks at the beginning of the school year and made available in the school’s resource centers.

Strengthening Our School

This year, the district Parent Involvement Coordinator (PIC) will provide assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the PIC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the PIC will hold meetings and trainings with its Title I Parent Contacts to provide technical assistance and review family engagement plans and activities.

The meetings and trainings include:
- Title I Parent Contact Orientation
- Title I Parent Contact Building Capacity Meeting
- Title I Parent Contacts Year-End Meeting

Reservation of Funds

The NCSS will reserve 1 percent from the total amount of Title I funds it receives in FY20 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, the district will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will host an annual Revision and Development Meeting for parents to provide suggestions on how these family engagement funds will be used in the upcoming year at the district and school level. Comments and minutes from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.
Opportunities for Meaningful Parent Consultation

Input and suggestions from parents and family members and the community are an essential component of the district and school improvement plans that are developed each year. All parents of students attending a Title I school are invited to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Parent and Student Title I Handbooks
All Title I Parents receive a copy of the LEAs Parent and Family Engagement Policy at the beginning of each school year as part of the Parent and Student Title I Handbook. Parents are invited to complete the input form attached to the policy to provide input and return it to their child’s school. The Title I Parent Contact at each school collects the input forms and will submit them to the District’s PIC.

District Website
The LEA Parent and Family Engagement Policy and the Comprehensive LEA Improvement Plan (CLIP) will be posted on the district’s website so that parents and the community can provide input on the family engagement budget and family engagement programs throughout the year. The PIC will send a district school messenger to encourage parents and the community to provide input.

School-Level Revision and Development Meetings
All parents and the community are welcome to review and provide input into the district parent and family engagement policy and the CLIP for the 2019-20 school year. Notices regarding this meeting will be sent home to all parents in advance of the meeting.

Parent input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget as well as a section for parents to provide their comments.
Building Capacity

The NCSS will build the schools’ and parents’ capacity for strong family engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the Title I schools, parents, and the community to improve student academic achievement by building the capacity for effective family-school partnerships through meaningful parent meetings that are:

- Linked to Learning,
- Relational,
- Developmental,
- Collaborative, and
- Interactive

NCSS will work as a district and through its Title I schools to provide assistance to parents in understanding state and district academic information connected to their student’s learning and progress, as well as information regarding the Title I program. The NCSS will provide classes for parents to gain knowledge about the challenging state academic standards, local academic assessments, as well as the required assessments for Georgia students including alternative forms of assessment.

NCSS will provide materials and trainings in English and Spanish, including Parents Make a Difference, Parents Still Make a Difference, and, Elementary, Middle and High School Monthly Activity Calendars and Parent Pointers. Each Title I school will provide information to assist parents with understanding the online student information system and other digital educational resources (including education about the harms of copyright piracy) during the Annual Title I Parent Orientation. Dates and times for the orientations will be determined and announced by each individual school.

NCSS’s District PIC will provide tools, resources, and materials to assist each Title I school to provide meaningful trainings to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff. The trainings will assist schools to reflect on current practices to recognize strengths and opportunities for improvements and implement a parent and family engagement program that cultivates effective family-school partnerships.

NCSS will coordinate and integrate the district’s family engagement programs with the local preschool program and other federal funded preschool programs in the district by inviting faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, the elementary schools will host Kindergarten Round-Up days so parents may tour the schools and receive information to help prepare them and their children for kindergarten. The district will also coordinate with these programs to ensure that parents are informed about available resources. In addition, Newton County School System works with multiple agencies to ensure efforts are coordinated on behalf of meeting the needs of migrant, homeless, immigrant, ELL, neglected and delinquent, at risk, early childhood students and military related families.

NCSS’s District PIC will conduct a Title I Contacts Building Parent Capacity Meeting for Title I Parent Contacts to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings and/or best practices will be redelivered to the faculty and staff of Title I schools.

NCSS ensures that information related to district, school, parent meetings, and activities is available to all parents. Each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. Title I Parent Contacts will be trained to assist their schools on parent notifications and resources to be sent home in parents’ native language, where applicable, and providing interpreters at parent meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and other school message systems to post information for parents.
Parent and Family Engagement Evaluation

Each year, the NCSS will conduct an evaluation of the content effectiveness of this parent and family engagement policy and the parent engagement activities to improve the academic quality of the Title I schools through an annual parent survey and Annual Parent Revision and Development Stakeholders Input Meeting.

Beginning each April, each Title I school will send home a survey flyer to inform parents of the district’s online Parent Involvement Survey that starts in the spring. All parents are invited to participate in the survey made available on the district and school’s websites.

In addition to the online survey, a hard copy of the survey is provided to parents who have limited or no technology to access the survey. Copies of the survey are provided in Spanish. Copies of the survey will be made available in other languages upon parent request.

NCSS will use the information from the school-level stakeholders meetings and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district parent involvement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual school-level revision and development meetings.

This policy was adopted by the Newton County School System on July 31, 2020 and will be in effect for the 2020-2021 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children on or before September 30, 2020.
Parent Comments
Newton County School System encourages parent input and comments at any time regarding the parent and family engagement policy. All parent feedback will be used to revise the current policy for the next school year. The policy is posted on the district’s website and paper copies are available at the Board Office. We administer an annual survey for all parents to provide feedback and make any suggestions that parents find important. Parents may also offer feedback at their child’s school revision meeting held in the spring.
If you have any suggestions or if there is any part of this plan that you feel is not satisfactory, please provide us with your comments in the space provided and leave this form in the main office of your child’s school:

Name (optional) __________________________________________
Phone (optional) _________________________________________
Comments: ________________________________________________________________________________
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“Nothing you do for children is ever wasted.”
–Garrison Keillor

“At the end on the day, the most overwhelming key to a child’s success is the positive involvement of parents.”
–Jane D. Hull

If you have any questions or concerns please contact:

Office of Federal Programs
Parent Involvement Coordinator
(770)787-1330 ext. 1228
LVES Policy for Shared Student Achievement

What is it?
This School Parental Involvement plan informs parents how Livingston Elementary School will provide opportunities to improve parent involvement and student learning. This policy describes the different ways that Livingston will inform and keep parents updated through activities and events that promote student learning both at school and at home.

How is it developed?
Livingston Elementary School welcomes all feedback at any time of the year regarding the policy. We held a revision meeting at the end of the year where all parents were invited to provide input and give feedback in revising the School-Parent Compact, the School and district parental involvement policies, the parent involvement budget, the CLIP, building staff capacity, and the Title I school wide plan. The policy will be posted on our website so that parents can review and provide input at any point during the year. This policy will be available during curriculum events. All feedback will be considered in revising the plan for next year.

Who is it for?
All students participating in Title 1, Part A program, and parents are encouraged to fully participate in any and all opportunities that are described in this plan. Livingston will provide assistance to parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?
This policy is shared with parents and students at the beginning of the year as part of the Title 1 Parent and Student Information packet. The parent and family engagement policy is located on our school’s website. Copies are available during parent curriculum events and in our parent resource section.
Newton County Schools Goals
The mission of Newton County Schools is to provide educational excellence to all students. To accomplish this mission, the following goal has been set.

Goal: Increase Student Achievement

Livingston’s Goals
- Increase reading by at least 3% as measured by the IOWA by the end of the 2020-2021 school year.
- Increase math by at least 3% as measured by the IOWA by the end of the 2020-2021 school year.

School-Parent Compacts
Livingston will develop a school-parent compact. This is an agreement that parents, teachers, and students will develop. It will explain how parents and teachers will work together to make sure all students reach grade-level standards. This compact will be revised every year based on feedback from parents, students, and teachers. The school parent compacts are located in the office and on the school website if parents need a copy after they are turned in.

Parent Engagement Program and Activities
Livingston Elementary school will host the following events to build the capacity for parent and family engagement. These meetings support a partnership with the school, parents, and the community to improve student achievement. Communication will be supported through informational flyers, the school website, and marque. Livingston Elementary will offer parental involvement opportunities during school hours, after school, and in the evening.

Title I Annual Parent Orientation Meeting September 24, 2020 @9:00 AM and 6:00 PM
Join Us!: For an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the school-wide plan, the school-parent compacts, and parent’s requirements.

Parent/Teacher Conferences- October 2, 2020
Join Us!: To receive strategies to support student learning at school and at home. Teachers will discuss the academic progress for students by using examples of student work and assessments during conferences.

Tricks and Treats for Reading and Math- October 22, 2020 @6:00 PM
Join Us!: Provide families with activities, strategies, and techniques to support comprehension and vocabulary in reading along with strategies and techniques for improving math computation and support.

Parent/Teacher Conferences-February 26, 2021
Join Us!: To receive strategies to support student learning at school and at home. Teachers will discuss the academic progress for students by using examples of student work and assessments during conferences.

Title I Revision and Development Parent Meeting-February 25, 2021 @ 9:00 a.m. and 6:00 PM
Parents and community members will provide input about the CLIP, the 1% Budget Allocation of Funds, the Title I SWP, the School and District Parent and Family Engagement Policy, ways to build staff capacity, the School Parental Involvement Policy, and the School-Parent Compact.

Testing, Testing, 1, 2, 3! April 1, 2021 @6:00 PM
Join Us!: To discuss strategies to build effective partnerships and to receive testing tips and pertinent information regarding standardized testing and performance expectations.
**Parent Resource Room**
LVES Parent Resource Center
**Items Available**
Parent Informational Pamphlets:
Parent Grade Specific Academic Resource Books
Location: Media Center Monday – Friday
7:45-3:00
Contact: Title 1 Parent Contacts
Ms. Keith Watson or Mrs. Lisa Taylor for an appointment.

**Parent and Family Engagement**
Parent and Family Engagement is the participation of parents in regular, two-way communication involving student academic learning and other activities in the efforts to build effective family-school partnerships. LVES Elementary believes that an effective family-school partnership is when parents and school personnel form a foundation to support the success of the whole child. We believe that parents are an essential piece to this process. We desire for parents to be actively involved in their child’s education in its entirety. We appreciate the feedback from our parents and use that information to further enhance the education of their child.

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**Building Capacity**
Livingston Elementary School will take the following actions to support and promote parents as an important part of our school.

- ensure that all information related to school and parent programs, meetings, and other activities is provided in English and Spanish and posted on the school website, posted on school marquee, and sent home via school messenger.

- share information to help parents understand Georgia Standards of Excellence, state student academic achievement standards, local and state assessments, Title I requirements and how to work with their child’s educators via ongoing parent meetings and through parent conferences, and how to monitor their child’s progress via progress reports and infinite campus.

- conduct math, reading, study skills and technology integration workshops and provide parents and families with materials and tools to support student learning (including the harms of copyright piracy) beyond the school day.

- provide training to faculty and staff in efforts to build the capacity for teachers and families to partner for student success via faculty meetings, PLCs, and tip sheets shared via emails.

- conduct successful activities for parents to facilitate a smooth transition from preschool to elementary and from elementary school to middle school.

- provide resources, handouts, manipulatives and technology access to assist with learning at home via our parent resource room.

- Livingston Elementary School will ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children by:
  - communicating with families in a timely manner.
  - providing resources for families to use at home to enable parents to help their children learn.
  - providing information in the primary language spoken in the home.
Volunteer Program

Livingston will provide opportunities for families to volunteer in classrooms and various locations in the building including the library. Parents volunteering will receive the necessary information and tools to support learning throughout the building. Parents will be encouraged to volunteer in various classrooms to promote a global commitment increasing student achievement.

Contact: Title I Parent Contacts
Ms. Keitha Watson or
Mrs. Lisa Taylor
for an appointment.

Parent Publications

Welcome Parents and Families!
Below is a link to a valuable resource to inform parents about students about activities in the quest of achieving academic success.

You can access this resource as:


Measures of Effectiveness

- **Parent Meeting Evaluation**—to gather feedback from the parents to evaluate the effectiveness of the meeting and to gain insight on parent academic support for future meetings.

- **Parent Survey Data**—to gain insight on LVES effectiveness in meeting the needs of parents in various areas such as technology, parent workshop topics, and school climate so that we can create an environment that meets the needs of all parents and families.

- **Revision and Development Stakeholders Meeting**: to give all stakeholders the opportunity to give input to build the effectiveness on the:
  - Parent and Family Engagement Policy-School and District
  - School-Parent Compact
  - Comprehensive LEA Improvement Plan (CLIP)
  - Title I Schoolwide Plan
  - Building Staff Capacity
  - Parent Involvement 1% Funding

- **Student Outcomes**: to access if strategies and activities, as outlined on the school parent compacts, are effectively impacting student achievement.

- **Multiple Opportunities for Input**: LVES will provide several opportunities for parents and families to give input on the effectiveness of the Title I Program. Parents can access our Title Schoolwide Plan, The Parent and Family Engagement Policy, and the School-Parent Compact on our school’s website. These documents are also located in our parent resource room located in room the media center.
Parent Comments and Suggestions

We want to hear from you! If you have any suggestions or if there is any part of the schoolwide program plan that you feel needs to be adjusted, please provide us with your comments in the space provided and leave this form in the office.

Name: (optional)___________________________________________________

Telephone Number (optional)_________________________________________

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TIPS FOR PARENT-TEACHER CONFERENCES

A parent-teacher conference is a meeting between you and your child's teacher to discuss your child's progress in school. The following are common questions that you may ask. Take this form to your next parent-teacher conference to help guide the dialogue between you and your child’s teacher(s).

- What is my child like in your class?
- What are my child's strengths?
- What are my child’s weaknesses?
- Is my child meeting grade expectations?
- Does my child get along with others?
- How well does my child participate in class discussions and activities?
- How is my child being assessed?
- What do the tests tell about my child's progress?
- Is my child engaging in activity that I would not approve of?
- Has my child missed any classes other than ones I contacted the school about?
- Is my child working up to his or her ability?
- Has my child done something that I would be proud of?
- How can I become more active in my child’s education?

Notes: ___________________________________________________________
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Follow-Up: _______________________________________________________
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_________________________________________________________________
What is a School-Parent Compact
LVES school-parent compact is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade level standards.

Effective Compacts
Link to goals of the school improvement plan
Focus on student learning skills
Describe how teachers will help students develop those skills using high-quality instruction
Share strategies parents can use at home
Explain how teachers and parents will communicate about student progress
Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed
Livingston Elementary School, along with the parents and students developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies and activities, parents provided valuable feedback on their needs to assist their children. Students completed comments cards to add ideas for the compacts. Annual meetings take place to review and revise this compact based on the school’s academic data and student needs. Parents are welcome to provide feedback on this compact at anytime throughout the school year. All feedback will be used to revise this compact for next year.

Activities to Build Partnerships
Tricks and Treats for Reading and Math:
In Reading
Model for parents identifying sight words; model how to use i-spy games to practice sight word recognition with their student; Demonstrate how student’s library books can be adapted to play the game for additional practice.
In Math
Model for parents games to play to compose and decompose numbers. Model iSpy games that parents can use at home or in the car while driving. Demonstrate how playing cards can be used to create fun and simple games for number recognition and one-to-one correspondence at home.
Testing, Testing, 1,2,3!
Model for parents testing tips and pertinent information regarding GKIDS testing and performance expectations.

Communications About Student Learning
We understand the importance of two-way communication between teachers and parents. Here are ways that you can expect us to communicate with you.

Wednesday Folders
Parent/Teacher Conferences
Emails and Phone Calls
School Agendas
Infinite Campus/Progress Reports
School Messenger
School Website
Twitter @LVESCHOOL
Facebook: Kinders of LVES
Facebook: Livingston_elementary
Instagram: Livingston_Elementary

Please contact 770-784-2930 to schedule an appointment or contact your child’s teacher via email to meet with your child’s teacher, volunteer or observe.
**Our Goals for Student Achievement**

**District goal(s)**  
Increase Student Achievement

Livingston Elementary Schools Reading Goals
- Increase reading by at least 3% as measured by the IOWA by the end of the 2020-2021 school year.  
**Kindergarten Focus Area: Reading Basic Sight Words**

Livingston Elementary Schools Math Goals
- Increase math by at least 3% as measured by the IOWA by the end of the 2020-2021 school year.  
**Kindergarten Focus Area: adding and subtracting single digits up to ten.**

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**Teachers, Students, and Parents—Together for Success**

**Teachers/Schools**
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement and offer strategies to support reading and math focus areas.
- Host “Tricks and Treats for Reading and Math”, and “Testing, Testing, 1,2,3!” parent workshops to model strategies to help students in basic sight words and adding and subtracting single digit numbers.
- Post websites and other family-friendly interactive website links on our school’s website page to give parent access to online reading and math practice to further assist their children beyond the school day.
- Provide parents with access to reading kits that provide parents with before, during, and after reading questions (or about, within, or beyond the text) addresses the fundamental reading focus.

**Families**
- Attend parent conferences, provide additional support and suggestions to help monitor the progress of their children, and use the strategies at home with their children that targets the grades specific reading and math focus areas or other identified areas of need.
- Attend “Tricks and Treats for Reading and Math”, and “Testing, Testing, 1,2,3!” parent workshops and use the strategies at home with their children that targets the basic sight words and adding and subtracting single digit numbers.
- Visit Education Galaxy and other family-friendly interactive websites on the school’s web page with their child to practice skills to support reading and math development.
- Parents will use the books within the reading kits to ask questions before, during, and after reading questions (or about, within, or beyond the text) to help address the fundamental focus areas for each grade level.

**Student**
- Communicate with my teachers and parents regarding academic concerns so collectively they can work to meet my individualized needs.
- Attend “Tricks and Treats for Reading and Math”, and “Testing, Testing, 1,2,3!” nights with my parents and practice grade level strategies that supports and encourages my progress in basic sight words and adding and subtracting single digit numbers.
- Have fun with parents using Education Galaxy and other family-friendly interactive website on school’s web page while I practice skills to enhance my reading and math development.
- Read the books with my parents to answer questions before, during, and after reading questions (or about, within, or beyond the text) to help develop my reading skills.
What is a School-Parent Compact

LVES school-parent compact is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade level standards.

Effective Compacts

Link to goals of the school improvement plan
Focus on student learning skills
Describe how teachers will help students develop those skills using high-quality instruction
Share strategies parents can use at home
Explain how teachers and parents will communicate about student progress
Describe opportunities for parents to volunteer, observe, and participate in the classroom

Activities to Build Partnerships

Tricks and Treats for Reading and Math: In Reading

Model for parents identifying sight words; model how to use i-spy games to practice sight word recognition with their student; Demonstrate how student’s library books can be adapted to play the game for additional practice.

In Math

Model for parents games to play to compose and decompose numbers. Model iSpy games that parents can use at home or in the car while driving. Demonstrate how playing cards can be used to create fun and simple games for number recognition and one to one correspondence at home.

Testing, Testing, 1,2,3!

Model for parents testing tips and pertinent information regarding standardized testing and performance expectations.

Jointly Developed

Livingston Elementary School, along with the parents and students developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies and activities, parents provided valuable feedback on their needs to assist their children. Students completed comments cards to add ideas for the compacts. Annual meetings take place to review and revise this compact based on the school’s academic data and student needs. Parents are welcome to provide feedback on this compact at anytime throughout the school year. All feedback will be used to revise this compact for next year.

Communications About Student Learning

We understand the importance of two-way communication between teachers and parents. Here are ways that you can expect us to communicate with you.

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Emails and Phone Calls
School Agendas
Infinite Campus/Progress Reports
School Messenger
School Website
Twitter @LVESCHOOL
Facebook: Livingstonelementary
Instagram: Livingston_Elementary

Please contact 770-784-2930 to schedule an appointment or contact your child’s teacher via email to meet with your child’s teacher, volunteer or observe.
Our Goals for Student Achievement
District goal(s)  Increase Student Achievement

Livingston Elementary Schools Reading Goal
• Increase reading by at least 3% as measured by the IOWA by the end of the 2020-2021 school year.
  Grade 1 Focus Areas: Phonics skills and vocabulary.

Livingston Elementary Schools Math Goal
• Increase math by at least 3% as measured by the IOWA by the end of the 2020-2021 school year.
  Grade 1 Focus Areas: adding and subtracting single digits up to twenty.

Teachers, Students, and Parents—Together for Success

Teachers/Schools
• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement and offer strategies to support reading and math focus areas.
• Host “Tricks and Treats for Reading and Math”, and “Testing, Testing, 1,2,3!” parent workshops to model strategies to help students in basic sight words and adding and subtracting single digit numbers.
• Post websites and other family-friendly interactive website links on our school’s website page to give parent access to online reading and math practice to further assist their children beyond the school day.
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• Attend “Tricks and Treats for Reading and Math”, and “Testing, Testing, 1,2,3!” parent workshops and use the strategies at home with their children that targets the basic sight words and adding and subtracting single digit numbers.
• Visit Education Galaxy and other family-friendly interactive websites on the school’s web page with their child to practice skills to support reading and math development.
• Parents will use the books within the reading kits to ask questions before, during, and after reading questions (or about, within, or beyond the text) to help address the fundamental focus areas for each grade level.

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◊ Communicate with my teachers and parents regarding academic concerns so collectively they can work to meet my individualized needs.
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- **Effective Compacts**
  - Link to goals of the school improvement plan
  - Focus on student learning skills

- **Describe how teachers will help students develop those skills using high-quality instruction**
- **Share strategies parents can use at home**
- **Explain how teachers and parents will communicate about student progress**
- **Describe opportunities for parents to volunteer, observe, and participate in the classroom**

**Activities to Build Partnerships**

**Tricks and Treats for Reading and Math:**

**In Reading**

Model for parents identifying sight words; model how to use i-spy games to practice sight word recognition with their student; Demonstrate how student’s library books can be adapted to play the game for additional practice.

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Model for parents games to play to compose and decompose numbers. Model iSpy games that parents can use at home or in the car while driving. Demonstrate how playing cards can be used to create fun and simple games for number recognition and one to one correspondence at home.

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Model for parents testing tips and pertinent information regarding standardized testing and performance expectations.

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**Our Goals for Student Achievement**

*District goal: Increase Student Achievement*

Livingston Elementary Schools Reading Goals
- Increase reading by 3% as measured by the IOWA by the end of the 2020-2021 school year.  
  **Grade 2 Focus Areas: Phonics Skills, Vocabulary and Fluency**

Livingston Elementary Schools Math
- Increase math by 3% as measured by the IOWA by the end of the 2020-2021 school year.  
  **Grade 2 Focus Areas: Add/Subtract Computation Skills, Base 10**

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**Teachers, Students, and Parents—Together for Success**

**Teachers/Schools**
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement and offer strategies to support reading and math focus areas.
- Host “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” parent workshops to model strategies to help students in basic phonics, vocabulary, adding and subtracting single digit numbers.
- Post family-friendly interactive website links on our school’s website page to give parent access to online reading and math practice to further assist their children beyond the school day.
- Provide parents with access to reading kits that provide parents with before, during, and after reading questions (or about, within, or beyond the text) addresses the fundamental reading focus.

**Families**
- Attend parent conferences, provide additional support and suggestions to help monitor the progress of their children, and use the strategies at home with their children that targets the grades specific reading and math focus areas or other identified areas of need.
- Attend “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” parent workshops and use the strategies at home with their children that targets the basic sight words and adding and subtracting single digit numbers.
- Visit the Readworks, Education Galaxy and other family-friendly interactive websites on school’s web page with their child to practice skills to support reading and math development.
- Parents will use the books within the reading kits to ask questions before, during, and after reading questions (or about, within, or beyond the text) to help address the fundamental focus areas for each grade level.

**Student**
- Communicate with my teachers and parents regarding academic concerns so collectively they can work to meet my individualized needs.
- Attend “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” nights with my parents and practice grade level strategies that supports and encourages my progress in Reading and Math.
- Have fun with my parents using Readworks, Education Galaxy, and other family-friendly interactive website on school’s web page while I practice skills to enhance my reading and math development.
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Describe how teachers will help students develop those skills using high-quality instruction
Share strategies parents can use at home
Explain how teachers and parents will communicate about student progress
Describe opportunities for parents to volunteer, observe, and participate in the classroom

Activities to Build Partnerships

Tricks and Treats for Reading and Math

In Reading

Model for parents how to use strategies; model how to help their child identify textual evidence in reading passages. Demonstrate how they can use this skill at home with magazines, newspapers, and student’s library books.

In Math

Model for parents how to use strategies for solving word problems. Model Addition and Subtraction computation skills using playing cards. Create flashcards for Multiplication. Demonstrate games that parents can use at home with dice and playing cards. Create flashcards for multiplication and division.

Testing, Testing, 1,2,3!

Model for parents testing tips and pertinent information regarding standardized testing and performance expectations.

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Our Goals for Student Achievement
District goal(s) Increase Student Achievement

Livingston Elementary Schools Reading Goals
• Increase reading by 3% as measured by the IOWA by the end of the 2020-2021 school year.  
  Grade 3 Focus Area: Reading Comprehension

Livingston Elementary Schools Math
• Increase math by 3% as measured by the IOWA by the end of the 2020-2021 school year.  
  Grade 3 Focus Areas: Computation and problem solving

Teachers, Students, and Parents—Together for Success

Teachers/Schools
• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement and offer strategies to support reading and math focus areas.
• Host “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” parent workshops to model strategies to help students in reading comprehension, computation, and problem solving skills.
• Post STMath, Read Works, and other family-friendly interactive website links on our school’s website page to give parent access to online reading and math practice to further assist their children beyond the school day.
• Provide parents with access to reading kits that provide parents with before, during, and after reading questions (or about, within, or beyond the text) addresses the fundamental reading focus.

Families
• Attend parent conferences, provide additional support and suggestions to help monitor the progress of their children, and use the strategies at home with their children that targets the grades specific reading and math focus areas or other identified areas of need.
• Attend “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” parent workshops and use the strategies at home with their children that targets reading comprehension, computation, and problem solving.
• Visit the STMath, Read Works, Education Galaxy and other family-friendly interactive website on school’s web page with their child to practice skills to support reading and math development.
• Parents will use the books within the reading kits to ask questions before, during, and after reading questions (or about, within, or beyond the text) to help address the fundamental focus areas for each grade level.

Student
◊ Communicate with my teachers and parents regarding academic concerns so collectively they can work to meet my individualized needs.
◊ Attend “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” nights with my parents and practice grade level strategies that supports and encourages my progress with reading comprehension, computation, and problem solving.
◊ Have fun with my parents on the STMath, Read Works, and other family-friendly interactive website on school’s web page while I practice skills to enhance my reading and math development.
◊ Read the books in the kits with my parents to answer questions before, during, and after reading questions (or about, within, or beyond the text) to help develop my reading skills.
**School-Parent Compact**  
**4th Grade**  
**2020-2021**  
*Revised July 30, 2020*

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Model for parents how to use strategies for solving word problems. Model Addition and Subtraction computation skills using playing cards. Create flashcards for Multiplication. Demonstrate games that parents can use at home with dice and playing cards. Create flashcards for multiplication and division.  
**Testing, Testing, 1,2,3!**  
Model for parents testing tips and pertinent information regarding standardized testing and performance expectations. |

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Please contact 770-784-2930 to schedule an appointment or contact your child’s teacher via email to meet with your child’s teacher, volunteer or observe. |
Our Goals for Student Achievement
District goal(s) Increase Student Achievement

Livingston Elementary Schools Reading Goals
• Increase reading by at least 3% as measured by the IOWA by the end of the 2020-2021 school year. Grade 4 Focus Areas: Reading Comprehension and vocabulary

Livingston Elementary Schools Math
• Increase math by at least 3% as measured by the IOWA by the end of the 2020-2021 school year. Grade 4 Focus Areas: Computation and problem solving

Teachers, Students, and Parents—Together for Success

Teachers/Schools
• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement and offer strategies to support reading and math focus areas.

• Host “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” parent workshops to model strategies to help students in reading comprehension, computation, and problem solving skills.

• Post STMath, Read Works, and other family-friendly interactive website links on our school’s website page to give parent access to online reading and math practice to further assist their children beyond the school day.

• Provide parents with access to reading kits that provide parents with before, during, and after reading questions (or about, within, or beyond the text) addresses the fundamental reading focus.

Families
• Attend parent conferences, provide additional support and suggestions to help monitor the progress of their children, and use the strategies at home with their children that targets the grades specific reading and math focus areas or other identified areas of need.

• Attend “Tricks and Treats for Reading and Math” and “Testing, Testing 1,2,3!” parent workshops and use the strategies at home with their children that targets reading comprehension, computation, and problem solving.

• Visit the STMath, Read Works, Education Galaxy and other family-friendly interactive website on school’s web page with their child to practice skills to support reading and math development.

• Parents will use the books within the reading kits to ask questions before, during, and after reading questions (or about, within, or beyond the text) to help address the fundamental focus areas for each grade level.

Student
◊ Communicate with my teachers and parents regarding academic concerns so collectively they can work to meet my individualized needs.

◊ Attend “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” nights with my parents and practice grade level strategies that supports and encourages my progress with reading comprehension, computation, and problem solving.

◊ Have fun with my parents on the STMath, Read Works, USA Test Prep and other family-friendly interactive website on school’s web page while I practice skills to enhance my reading and math development.

◊ Read the books in the kits with my parents to answer questions before, during, and after reading questions (or about, within, or beyond the text) to help develop my reading skills.
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- Describe opportunities for parents to volunteer, observe, and participate in the classroom

**Activities to Build Partnerships**

**Tricks and Treats for Reading and Math**

**In Reading**
Model for parents how to use strategies; model how to help their child identify textual evidence in reading passages. Demonstrate how they can use this skill at home with magazines, newspapers, and student’s library books.

**In Math**
Model for parents how to use strategies for solving word problems. Model Addition and Subtraction computation skills using playing cards. Create flashcards for Multiplication. Demonstrate games that parents can use at home with dice and playing cards. Create flashcards for multiplication and division.

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Our Goals for Student Achievement
District goal(s)  Increase Student Achievement

Livingston Elementary Schools Reading Goals
• Increase reading by at least 3% as measured by the IOWA by the end of the 2020-2021 school year.
  Grade 5 Focus Areas: Reading Comprehension

Livingston Elementary Schools Math
• Increase math by at least 3% as measured by the IOWA by the end of the 2020-2021 school year.
  Grade 5 Focus Areas: computation and problem solving

Teachers, Students, and Parents—Together for Success

Teachers/Schools
• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement and offer strategies to support reading and math focus areas.
• Host “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” parent workshops to model strategies to help students in reading comprehension, computation, and problem solving skills.
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Families
• Attend parent conferences, provide additional support and suggestions to help monitor the progress of their children, and use the strategies at home with their children that targets the grades specific reading and math focus areas or other identified areas of need.
• Attend “Tricks and Treats for Reading and Math” and “Testing, Testing, 1,2,3!” parent workshops and use the strategies at home with their children that targets reading comprehension, computation, and problem solving.
• Visit the STMath, Read Works, Education Galaxy and other family-friendly interactive website on school’s web page with their child to practice skills to support reading and math development.
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◊ Communicate with my teachers and parents regarding academic concerns so collectively they can work to meet my individualized needs.
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◊ Read the books in the kits with my parents to answer questions before, during, and after reading questions (or about, within, or beyond the text) to help develop my reading skills.
Dear Parents,

In compliance with the requirements of the Every Students Succeeds Act, Livingston Elementary would like to inform you that you may request information about the professional qualifications of your student’s teacher(s) and/or paraprofessional(s). The following information may be requested:

- Whether the student’s teacher—
  o has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  o is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  o is teaching in the field of discipline of the certification of the teacher.

- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Please rest assured that our staff is committed to helping your child reach his or her maximum academic potential throughout their school career. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled and delivering quality instruction to your child.

If you wish to request information concerning your child’s teachers’ qualifications, please contact me, Dr. Yoli Curry, your child’s principal, by phone at 770-784-2930 or by email at curry.yoli@newton.k12.ga.us

Thank you for your interest and involvement in your child’s education.

Sincerely,

Dr. Yoli Curry
Principal

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Yoli Curry</td>
<td></td>
</tr>
<tr>
<td>770-784-2930</td>
<td><a href="mailto:curry.yoli@newton.k12.ga.us">curry.yoli@newton.k12.ga.us</a></td>
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Office Use Only

Student #   Date Distributed
NEWTON COUNTY SCHOOL SYSTEM
WASTE, FRAUD, ABUSE AND CORRUPTION
ADMINISTRATIVE REGULATIONS FOR PARENTS AND STUDENTS

Reporting Suspicion of Fraudulent Activities

- Title I, Part A – Programs for Disadvantaged Children
- Title I, Part A – School Improvement 1003 (a)
- Title I, Part A - Academic Achievement Awards
- Title I, Part A - Foster Care Program
- Title I, Part A - Family-School Partnership Program
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Programs for Neglected and Delinquent Children
- Title II, Part A – Supporting Effective Instruction
- Title II, Part D – Enhancing Education Through Technology
- Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students
- Title IV, Part A – Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B – Rural Education Initiative
- Individuals with Disabilities ACT (IDEA) – Programs for Exceptional Students
- Carl D. Perkins Vocational and Applied Technology Act – Vocational Education Programs
- Title IX, Part A McKinney-Vento Education of Homeless Children and Youth (EHCY) and State Professional Learning.

**Employees shall disclose waste, fraud, abuse and corruption to the appropriate authorities.**

**Purpose:** To ensure that the reporting of any acts of suspicious waste, fraud, abuse and/or corruption activity, the Newton County Office of Federal Programs ensures employees, clients and providers of confidential channels to report said activities.

**Definitions:**

**Waste:** Defined as the intentional or unintentional, thoughtless or careless expenditure, consumption, mismanagement, use, or squandering of district, state, or federal resources to the detriment or potential detriment of the district. Waste also includes incurring unnecessary costs as a result of inefficient or ineffective practices, systems, or controls.

**Fraud:** The intentional deception perpetrated by an individual or individuals, or an organization or organizations, either internal or external to federal, state, or local governments, which could result in a tangible or intangible benefit to themselves others, or the district, state, or federal governments. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by false or misleading statements, or by
concealment of that which should have been disclosed, which deceives and is intended to deceive.

**Abuse:** Defined as excessive or improper use of a thing, or to employ something in a manner contrary to the natural or legal rules for its use; intentional destruction, diversion, manipulation, misapplication, maltreatment or misuse of resources; extravagant or excessive use as to abuse one's position or authority. Abuse can occur in financial or non-financial settings.

**Corruption:** Defined as dishonest or fraudulent conduct by those in power, typically involving bribery. The process by which something, typically a word or expression, is changed from its original use or meaning to one that is regarded as erroneous or debased.

**Ethics:** The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

Employees shall practice good stewardship of District financial resources, including timely reporting of fraudulent expenditures.

**Statement of Administrative Regulations:** Newton County’s Office of Federal Programs thoroughly and expeditiously investigates any reported cases of suspected waste, fraud, abuse and/or corruption activity to determine if disciplinary, financial recovery and/or criminal action should be taken.

**Confidentiality:** All reports of suspicious waste, fraud, abuse and/or corruption activity must be handled under the strictest confidentiality. Only those directly involved in the investigation should be given information. Informants may remain anonymous but should be encouraged to cooperate with the investigators and should provide as much detail and evidence of alleged fraudulent act as possible.

**Procedures and Responsibilities:**

1. Anyone suspecting any acts of waste, fraud, abuse and/or corruption activity concerning federal programs should report their concerns to the appropriate Federal Program’s Director for Newton County School System at 770-787-1330.
2. Any employee with Newton County Board of Education (temporary staff, full-time staff and contractors) who receives a report of suspected fraudulent activity must report this information within the next business day. Employees have the responsibility to report suspected waste, fraud, abuse and/or corruption activity. All reports can be made in confidence.
3. The Newton County Board of Education shall conduct investigations of employees, providers, contractors, or vendors.
4. If necessary you will be contacted for additional information.
Newton County School System
Complaint Procedures for Parents and Students

Grounds for a Complaint

Any individual, organization or agency (“complainant”) may file a complaint with the Newton County School System (NCSS) if that individual, organization or agency believes and alleges that the NCSS is violating a Federal statute or regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

Federal Programs for Which Complaints Can Be Filed

- Title I, Part A – Programs for Disadvantaged Children
- Title I, Part A – School Improvement 1003 (a)
- Title I, Part A – Academic Achievement Awards
- Title I, Part A – Foster Care Program
- Title I, Part A – Family-School Partnership Program
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Programs for Neglected and Delinquent Children
- Title II, Part A – Supporting Effective Instruction
- Title II, Part D – Enhancing Education Through Technology
- Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students
- Title IV, Part A – Student Support and Academic Enrichment
- Title IV, Part B – 21st Century Community Learning Centers
- Title V, Part B – Rural Education Initiative
- Individuals with Disabilities ACT (IDEA) – Programs for Exceptional Students
- Carl D. Perkins Vocational and Applied Technology Act – Vocational Education Programs
- Title IX, Part A McKinney-Vento Education of Homeless Children and Youth (EHCY) and State Professional Learning.

An LEA accepting federal funds agrees to adopt local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, for complaints originating at the local level, a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve the issue through local written complaint procedures.

Filing a Complaint

A complaint must be made in writing and signed by the complainant. The complaint must include the following:

- A statement that the NCSS has violated a requirement of a Federal statute or regulation that applies to an applicable program;
• The date on which the violation occurred;

• The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);

• A list of the names and telephone numbers of individuals who can provide additional information;

• Whether a complaint has been filed with any other government agency, and if so, which agency;

• Copies of all applicable documents supporting the complainant’s position; and

The address of the complainant:
The complaint must be addressed to:

Newton County Board of Education
Appropriate Federal Program’s Director
2109 Newton Drive, NE
Covington, GA 30015

The appropriate Federal Programs’ Director will address all initial complaints. In the event that the concern is not resolved, a formal written complaint can then be sent to the Chief Strategy and Community Outreach Officer.

Investigation of Formal Complaint
Within ten (10) days of receipt of the complaint, the Chief Strategy and Community Outreach Officer or his or her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

• The date the NCSS received the complaint.

• How the complainant may provide additional information.

• A statement of the ways in which the NCSS may investigate or address the complaint.

• Any other pertinent information.

Right of Appeal
If an individual, organization or agency is aggrieved by the final decision of the NCSS, that individual, organization or agency has the right to request review of the decision by the Georgia Department of Education:

Georgia Department of Education
Office of Legal Services
205 Jesse Hill Jr. Drive, SE
2052 Twin Tower East
Atlanta, GA 30334

Revised July 1, 2020
Newton County School System  
Complaint Form - Federal Programs

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<th>Name (Complainant):</th>
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<tr>
<th>Mailing Address:</th>
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<tr>
<th>Phone Number (home):</th>
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<tr>
<td>Phone Number (work):</td>
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<tr>
<th>Agency/agencies complaint is being filed against:</th>
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<th>Date on which violation occurred:</th>
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<tr>
<th>Statement that the Newton County School System has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation) (attach additional sheets if necessary):</th>
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<tr>
<th>The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):</th>
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Frequently Asked Questions

**What is the McKinney-Vento Act?**

**How does the law define homelessness?**
An individual is “homeless” who lacks a fixed, regular, and adequate nighttime residence. This definition of homelessness includes those living in shelters, motels, campgrounds, cars, abandoned buildings, or other inadequate shelter. The law also includes situations in which an individual shares housing with relatives or others because he or she has lost housing or cannot afford housing due to economic hardship.

**What are my child’s rights under the McKinney-Vento Act?**
A child considered homeless under the law has:
- The right to immediate enrollment in school without having health and school records available;
- The right to attend either the school of origin or the school in the attendance area where the family currently resides;
- The right to receive transportation to school of origin when feasible and in the best interest of the child, if requested by parent/guardian;
- The right to access comparable services, including transportation services, educational services, supplemental services, extracurricular activities, and free meals through the School Nutrition Program.

Homeless children and youth may not be stigmatized by school personnel. Families of homeless children and youth have the right to dispute enrollment if the local school sends the homeless child or youth to a school other than the school of origin requested by the parent/guardian or by an unaccompanied youth.

**If my child and I become homeless during the school year what should I do?**
Ask to speak to the homeless school contact or school counselor.

**Who can I call if I need assistance?**
Contact the homeless school contact who serves your child’s school.

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For more information, contact the following:

**Khiem Reed -Newton County School System Homeless Liaison**
reed.khiem@newton.k12.ga.us
770-787-1330 ext. 3907