



Dickinson Independent School District

Louis G. Lobit Elementary

Title I Parent Engagement Policy 2022-23

Louis G. Lobit Elementary is committed to the education of the children in our community. We feel parent engagement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. The vision of Louis G. Lobit Elementary is to add value to the lives of our students by creating a learning environment where the curriculum is focused on rigor and relevance, and the instruction is driven by positive student and teacher relationships. It is our mission to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of Louis G. Lobit Elementary will continue to focus on the importance of family involvement and community engagement in order to accomplish campus and district goals. Our campus encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open.

PARENT ENGAGEMENT POLICY DEVELOPMENT

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law. Annually parents and school staff will work to revise and improve the Campus Parent Engagement Policies. The format and language of the policy is designed to be easily read and understood. Copies of the policy are available on the district's website in English and Spanish and are available to parents and other members of the community upon request.

ANNUAL CAMPUS MEETING

Louis G. Lobit Elementary will 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 explain the requirements of this part, and the right of the parents to be involved. Louis G. Lobit Elementary holds an annual meeting in September and March to review with parents Title I School requirements and the school's Parent Engagement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitates a review of the school's improvement plan.

FLEXIBLE NUMBER OF MEETINGS

Louis G. Lobit Elementary offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental engagement. Parents are invited to participate in a variety of meetings and activities over the course of the school year. An Open House is held in September and again in March to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectation and their student's academic progress. Parents are also invited to our Parent Universities that occur at the beginning of each nine weeks, as well as a variety of curriculum, fine arts, and PTO sponsored events.

PARENT INVOLVMENT AND TIMELY INFOMRATION

Louis G. Lobit Elementary will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy; Louis G. Lobit Elementary annually invites parents to participate in review and revision meetings to examine and discuss the Campus Improvement Plan and the Parent Engagement Policy. The CIC which consists of parents, staff and community members consistently reviews school policy in an organized, ongoing and timely way. Louis G. Lobit Elementary provides parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and 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 suggestions as soon as practically possible. Our school communicates with parents often the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety

of communicative techniques such as our district handbook, campus website, classroom websites, communication folders, Home Access, parent conferences, social media, individual phone calls, family nights, open house, benchmark results, fluency scores, MAP test data, state assessment data, reports card, progress reports, IEP meetings, PTA Meetings, LPAC meetings, communication folders, survey data, and academic nights to solicit parent participation, suggestions, and opportunities for parents and families to participate in the education of their child in hopes of creating productive dialogue between home and school. Through these communicative measures, parents and families are provided with an explanation of the campus and district curriculum, the various forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher-Student Compact was developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is provided to all parents at the beginning of the year. The compact is then reviewed at student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community, each school and local educational agency assisted under this part shall:

1. Provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children through ongoing two way communication, parent conferences, SIT committee meeting and Parent Universities.
2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. This will be done at the campus through consistent two way communication, parent conferences, SIT committee meetings and Parent Universities.
3. Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Coordinate and integrate parent involvement programs and activities with community based early learning programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (to the extent feasible and appropriate).
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 extent practicable, in a language parents can understand.

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand. Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resource in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc. The Dickinson ISD Language Access Plan ensures timely, meaningful access for limited English persons to all district programs and activities. All personnel shall provide free language assistance services to limited English individuals whom they encounter or whenever a limited English person requests language assistance services. All personnel will inform members of the public that language assistance services are available free of charge to limited English persons and that the district will provide these services to them. The Dickinson ISD Internal Language Access Contact is Robert Cobb, Assistant Superintendent for Administration.

Any comments concerning Louis G. Lobit Elementary Campus Improvement Plan or Parent Engagement policy can be submitted to: Stephanie Williams at swilliams@dickinsonisd.org.