

Virginia Department of Education
Hodges Manor Elementary School Parent Involvement Policy

***NOTE:** Each school receiving funds under Title I, Part A, of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent involvement policy jointly with parents for all children participating in Title I, Part A, activities, services, and programs. That policy must comply with Section 1118(b) of the ESEA and shall describe the means for carrying out the requirements of subsections (c) through (f).*

Hodges Manor Elementary School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it on October 8, 2020. A list of committee members responsible for the writing of this policy can be found in Appendix A. This policy was distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community by Web page. If the Title I plan is not satisfactory to the parents of participating children, the school will submit any parent comments with the application when the plan is submitted to the state. This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

Part 1. POLICY INVOLVEMENT

Hodges Manor Elementary School will:

- (1) Convene an annual virtual meeting on October 12, 2020 in which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the rights of the parents to be involved;
- (2) Offer a flexible number of meetings. A schedule of this year's meetings can be found in Appendix B;
- (3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school's parental involvement policy and the joint development of the schoolwide plan ;
- (4) Provide parents of participating children:
 - (A) timely information about Title I programs;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (5) If the schoolwide program is not satisfactory to the parents of the participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Part 2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

NOTE: Each school receiving funds under Title I, Part A, of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A, activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under Section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by Section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

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SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during school year 2020-2021.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A, school-parent compact)

School Responsibilities

Hodges Manor 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:

Hodges Manor Elementary School will provide high-quality curriculum and instruction by employing high quality teachers, teacher assistants and tutors.

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 be held:

The parent-teacher conference will be held on March 17, 2021.

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

The teachers will send information through class dojo, schoology and email regularly.

Progress reports will be sent home on the following dates:

October 8th

December 17th

March 11th

May 20th

Report cards will be sent home on the following dates:

November 19th

February 5th

April 22nd

June 24th

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

Teachers are available for virtual and/or limited face to face conferences with parents before and after school, because of the COVID-19 virus and the virtual learning model. Communication of information will be done virtually through phone calls, emails or limited face to face conferences.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents may call the teacher or the volunteer coordinator to volunteer at school.

Parent Responsibilities

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom. (except during COVID-19)*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A, parent representative on the school's school improvement team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the state's Committee of Practitioners, the school support team, or other school advisory or policy groups.*

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

- *Do homework every day and ask for help when needed.*
- *Read at least 15-20 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The Hodges Manor Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual virtual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Hodges Manor Elementary will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.

3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school official or representatives.

<u>Hodges Manor Elementary</u> School	_____ Parent(s)	_____ Student
September 22, 2020 Date	October 19, 2020 Date	October 19, 2020 Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

Part 3. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Hodges Manor Elementary School and Title I (name LEA) assisted under this part:

- (1) shall provide assistance to parents of children served by Hodges Manor Elementary School and Title I (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; also monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents work with their children to improve individual achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents; and how to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs; conduct other

- activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format that is practicable and in a language that parents can understand;
 - (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
 - (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
 - (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - (9) may train parents to enhance the involvement of other parents;
 - (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
 - (11) may adopt and implement model approaches to improving parental involvement;
 - (12) may establish a divisionwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
 - (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
 - (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part 4. ACCESSIBILITY

Hodges Manor Elementary School, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand.

Appendix A

Committee Members

Ashanti Shareef

Shanell Wilkins

Lillian Twyman

U'nique Randall

Joyce Johnson

Pamalin Walton

Vallery Theus

Willie Levenson

Dennis Chalk, Assistant Principal

Dr. Faye S. Felton, Principal

Appendix B

Scheduled Virtual Meetings

PTA Meetings at 7:00 pm

October 12, 2020
November 9, 2020
December 7, 2020
February 8, 2021
April 12, 2021