

2019-2020 Title I Parent Compact for Duffield Primary School

Duffield Primary School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it on 11/17/14. 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 (list the means; i.e., Web page, newspaper, community television, etc.). If the Title I plan (application) is not satisfactory to the parents of participating children, the [local educational agency] 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

Duffield Primary School will:

1. Convene an annual meeting to 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 right 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 parental involvement policy and the joint development of the school wide program plan (if applicable);
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 assessment 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
2. If the school wide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (if applicable)

Part 2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

SCHOOL-PARENT COMPACT

Duffield Primary 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 2019-2020.

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

Duffield Primary 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:

Duffield Primary School is made up of a staff of highly qualified teachers, who strive to always deliver data-driven, research based instruction. Duffield's teachers work closely together to ensure that direct instruction for students is both engaging and relevant at all times to state standards. Our teachers also routinely evaluate their success by examining student assessments and planning instruction based on those results. Duffield Primary teachers offer many positive incentives throughout the school year to keep students motivated to learn. If discipline is necessary, it is done in a fair and consistent manner.

1. 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:

Duffield Primary holds parent/teacher conferences many times throughout the year, based on individual student needs. Conferences are generally scheduled when a student is struggling academically, and parents need to be involved in making an intervention plan of improvement for that student. Teachers also meet with parents of students who are not struggling, if the parents so request. Throughout the year, Duffield holds at least one Open House where all parents are invited to visit with their child's teacher.

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

Duffield Primary provides a report every nine weeks during the school year, for a total of 4 formal report cards. Mid-term reports are also sent home during each one of these 4 grading periods. More informally, graded work is generally sent home each week in a take-home folder to keep parents up to date on their child's progress.

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

The staff of Duffield Primary are available to parents during their 30 minute planning period each school day. They are also available for scheduled meetings with parents before or after the school day. Email, phone calls and written letters are also regularly used as a form of consultation when parents are unable to meet in person.

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

Duffield Primary encourages all parents to participate in their child's education. Once a parent has cleared a criminal background check, they can volunteer to work directly with students in many different capacities, such as partner reading with students and making arts and crafts in the classroom. Some parents also volunteer to coordinate holiday parties, class celebrations and chaperone field trips.

Parent Responsibilities

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

- *Assure that my child attends school consistently. Absences, if at all possible, will be only as a result of sickness or family emergency.*
- *Assigned homework will be completed every night and television will only be watched after homework has been finished.*
- *Volunteering in my child's classroom.*
- *Requesting a parent/teacher conference with my child's teacher if I have concerns regarding their academic progress.*
- *Attending any parent/teacher conferences scheduled by my child's teacher.*
- *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. This includes a special emphasis on carefully inspecting graded school work that is sent home in my child's Friday Folder.*
- *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:

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Take my Friday Folder home every Friday, with all contents intact. Give to my parents or the adult who is responsible for my welfare this folder to ensure that all notices and information received by me from my school every day make it home.*

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

Duffield Primary 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 school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual 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.
 1. 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.
 1. 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.

1. 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.

1. 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, **Duffield Primary** 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.

1. 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.

1. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

1. 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 officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

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, **Duffield Primary School** and **Scott County Virginia Schools** assisted under this part:

1. shall provide assistance to parents of children served by **Duffield Primary School and Scott County Virginia Schools**, 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;

(6-13 are MAYS and should be included in your plan if you use these capacity building strategies. Others specific to your school should be included).

1. may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
1. 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;
1. 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;

1. may train parents to enhance the involvement of other parents;

1. 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;

1. may adopt and implement model approaches to improving parental involvement;

1. may establish a division wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

1. may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

1. shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part 4. ACCESSIBILITY

Duffield Primary 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.