

Rose Hill Elementary School Parent Involvement



2015-2016

Rose Hill Elementary School Parent Involvement Policy 2015-2016

Rose Hill Elementary School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and was adopted on September 10, 2015. A list of committee members responsible for the writing of this policy is attached. This policy will be distributed and discussed with parents during the annual Open House Orientation. A copy was also sent home to each family, and to the extent practicable, was written in a language the parents can understand. This policy will be made available to the local community by posting it on the Rose Hill Elementary School web page. A copy is also kept in the Parent Involvement Notebook in the school library. If the Title I plan is not satisfactory to the parents of participating children, the Lee County School Board 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

Rose Hill Elementary School understands that parents are important partners in their children's education. Therefore, in an effort to encourage parents to be involvement and informed, our school will do the following:

- (1) The school will hold an open house orientation at the beginning of each school year to which all parents of participating children shall be invited and encouraged to attend. Teachers will encourage parental involvement and also inform parents of their rights to be involved;

(2) The school will offer a flexible number of meetings throughout the year. Parents will be informed about Title I at the **Back-to-School** orientation. They will be given a copy of this plan at the first Parent/Teacher Conference event. Additionally, a copy of this plan will be made available on the school web site and always at parents' request.

(3) Parents will be invited to be involved in the planning, review and improvement of the school's Title I program as well as the school parental involvement policy. Parental input was solicited during the writing of this plan and will continue to be an important component of our Title I program. Planning meetings will be held each spring and late summer. Two parent representatives are assigned to this review team; however, all parents are invited to attend.

(4) Parents will be provided timely information about Title I programs. Parents attending the orientation will be given a flyer describing the Title I program. Additional information will be sent home with students and posted on the school website.

(5) Parents will be provided with information regarding the curriculum and assessments used at the school as well as proficiency levels students are expected to meet. This school's curriculum is in compliance with the standards set by the State of Virginia and reflects the Virginia Standards of Learning (SOL).

(6) Students receive daily grade level instruction in reading and math as well as small group instruction that is based upon students' needs. All students receive at least 90 minutes of reading instruction each day and at least 60 minutes of math instruction each day.

(A) Students in grades K – 4 have Houghton Mifflin Journeys as their core reading program and continue to follow the Virginia Curriculum Framework. Teachers use additional supportive resources to ensure that each student is given daily opportunities to read at his/her instructional and independent reading levels.

(B) Teachers have the enVision math series to guide math instruction and continue to follow the Virginia Curriculum Framework. In addition, teachers use materials that students can move around to learn math concepts.

(C) Teachers provide a variety of aligned resource materials in addition to the textbook that meaningfully enhance student learning.

(D) Students' achievement and progress are measured using STAR Reading in grades 3-4 and STAR Math in grades 2-4 and the Phonological Awareness Literacy Screening (PALS) in K-3. Interactive Achievement is used for benchmark tests and teacher made tests are also used in K – 4. Standards of Learning assessments are given to students in grades 3 – 4.

(7) Report cards are sent home at the end of each nine-week period so parents have written confirmation of their child's progress. Parents are also informed of student progress using mid-term reports that go home after each four and one-half week period. Individual student reports on the performance of their child on the SOL tests will be given to parents as soon as practicably possible. Parents will be provided opportunities to discuss their child's progress with at least two scheduled Parent-Teacher Conference events. However, parents are encouraged to schedule a meeting with teachers at any time they wish to discuss the progress of their child. Additionally, teachers are directed to contact parents whenever they feel a meeting would be beneficial. Teachers and/or administrators will make a good faith effort to respond to parents' suggestions.

(8) The school administration will provide parents 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; and

(9) If the school-wide program is not satisfactory to the parents of participating children, the school will 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

SCHOOL-PARENT COMPACT

Rose Hill 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 2015-2016.

School Responsibilities

Rose Hill 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:

All teachers at Rose Hill Elementary School are highly qualified. In an effort to continue to provide students with up-to-date, proven instructional practices, teachers participate in both a county wide and a school based professional development plan. The curriculum, or what children are taught, is based upon the Virginia Standards of Learning (SOL). Teachers use Virginia approved reading and math core programs along with supplemental texts and materials that are closely aligned with the SOL. All students receive at least 90 minutes of reading and math instruction each day. Teachers use a variety of formative assessments such as quizzes and unit tests, daily classroom assignments, and their own observations to inform, guide, and adjust students' learning and a variety of summative assessments such as PALS, STAR Math and Reading pre- / post- tests, benchmark testing, and SOL tests to evaluate the effectiveness of instruction. Classroom teachers try to quickly identify struggling students and then work with parents, resource teachers, and the PALS tutor to make a plan to get the child back on track. Those students who often have difficulty learning certain concepts are given additional instructional time with the classroom teacher, remediation teacher, reading/math specialist, and/or PALS tutor. Teachers collaborate weekly and analyze student data (tests, quizzes, classroom assignments) to make sure that any additional instruction a student is receiving is, in fact, working and that students are making good progress.

2. Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held as described below:

Two parent-teacher conference events are scheduled; one each semester. The first conference was September 10, 2015. Parents were/will be notified of these events by All-Call, Power School, and fliers sent home with each child. Parents are strongly encouraged to make an appointment to talk with their child's teacher any time they feel a conference is needed. Additionally, teachers are directed to contact parents whenever they feel a meeting would be beneficial to a student's progress.

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

Four and one-half-week progress reports go home each grading period followed by report cards at the end of each nine-week grading period. Teachers will report to parents if their child's progress becomes a worry at any time by writing in the student's planner, sending a note, or by calling the parent after school hours or during the teacher's planning period. Parent Link/Parent Portal will be available for parents of students in grades K - 4 to check their child's academic progress daily. In an effort to establish a strong and trusting relationship between the school and home, teachers are required to make positive contact with parents two times each year.

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

Parents are encouraged to make an appointment to meet with teachers before or after school or during a teacher's planning period so that instruction is not interrupted. The principal is available to meet with parents by appointment as well and is willing to attend parent-teacher conferences as requested.

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

Parents are encouraged to be involved in their child's school by volunteering. Classroom teachers will invite parents to become involved in Rose Hill Elementary School at the Open House Orientation. An invitation encouraging parents and community members to volunteer will be posted on our website. Numerous opportunities are given throughout the year to encourage the community and family members to participate in and observe classroom activities: Grandparents Day, Veteran's Day Assembly, classroom parties, field trips, 4-H Talent Show, PTO programs, Literacy Night, Math Night, Skate-time, Fun Day, National School Breakfast and Lunch Week, Dr. Seus Week, etc.

Parent Responsibilities

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

1. Read together often
2. Ask about homework daily
3. Talk with my child about their school day
4. Get my child to school on time every day, except in cases of illness
5. Express high expectations and offer praise and encouragement
6. Attend Parent/Teacher conferences
7. Attend after-school activities, Family Reading and Math Night, Kindergarten Registration, PTO meetings, etc., with my child.
8. Involve my child in problem solving situations
9. Be a positive role model for my child

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State’s high standards. Specifically, I will:

1. Complete homework assignments
2. Be on time and attend school regularly
3. Be a good school citizen
4. Be a good messenger between school and home
5. Show respect for my parents and my teachers
6. Read with an adult often
7. Limit TV and computer game time

Rose Hill Elementary School
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, Atkins Elementary School and Lee County Schools will help parents in the following ways:

- (1) Rose Hill Elementary School will provide assistance to parents, as appropriate, in understanding such topics as the Virginia Standards of learning, local academic assessments, monitoring their child's progress, and working with educators to improve the achievement of their children. This will be accomplished through parent-teacher conferences, information posted on the school web page, and fliers carried home by students.
- (2) The school will provide materials and training to help parents work with their children to improve individual achievement and to foster parental involvement. Rose Hill Elementary School will hold a Family Reading and Math Night. In addition, parents will be given information and materials at parent-teacher conferences. Every effort will be made to provide access to the Parent Resource Center at Rose Hill Elementary School during each of these events providing parents the opportunity to borrow educational materials to use at home.
- (3) The school will make every effort to coordinate and integrate parent involvement programs and activities with other community agencies and businesses. We will conduct activities that encourage and support parents in more fully participating in the education of their children.
 - Encourage parents to use the Family Literacy Resource Center
- (4) The school will take the following actions to 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:
 - Newsletters
 - Postings on the RHES web page
 - Fliers carried home by students
 - Text Messages
 - Press releases
 - Local radio station
 - Parent Portal
 - Division newspaper (bi-annual distribution in the local newspaper)
 - Power Announcement
 - Parent Link
 - E-mail announcement

- (4) The school will also provide such other reasonable support for parental involvement activities under this section as parents may request. These supports will include opportunities for parents to observe classroom instruction, additional parent-teacher conferences as requested by parents and/or teachers. The work schedules of parents are often obstacles to participation in afterschool activities. Consideration is being given to the following suggestions from parents on ways to address this issue.

Part 4. ACCESSIBILITY

Rose Hill 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. Spanish newsletters and school notices will be sent home with children of Spanish speaking parents.

Appendix A

Rose Hill Elementary School Parent Involvement Team

Lora Lawson	Principal
Dr. Gary McCann	Title I Supervisor
Robyn Grabeel	Title I Math
Karen McLain	Title I Reading Specialist
Chanda Cope	Third Grade
Carla Hedrick	Special Education
Becky Day	PALs Tutor
Pam Hall	Remediation Specialist
Verda Ayers	Remediation Specialist
Bonnie Daniels	Remediation Specialist
Hunter Hensley	Student
Chloe Long	Student