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).

Walker-Grant Middle School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it on April 14, 2014. 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, school newsletters, and school buildings. If the Title I plan (application) is not satisfactory to the parents of participating children, Fredericksburg City Schools (FCPS) 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

Walker-Grant Middle School will:

(1) Convene an annual meeting in August/September 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 will be listed in the school newsletter each fall;
(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 schoolwide 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
(5) If the schoolwide 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

Walker-Grant Middle 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:
   - Hire/employ highly qualified staff.
   - Follow and provide access to state curriculum.
   - Provide appropriate materials and equipment for staff and students.
   - Provide ongoing professional development/training for staff.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which the Title I compact will be discussed as it relates to the individual child’s achievement.
   - Compacts will be referenced at initial conference meetings, administrative meetings with parents and truancy meetings as appropriate.
   - Provide conferences after the first three grading periods.
   - Provide conferences on an as-requested basis. Requests can be made by teachers, parents, or administrators.

3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
   - Interim reports will go home each quarter.
   - Report cards will go home quarterly to parents.
   - Phone calls, emails, and notes home as needed pertaining to student progress.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
   - by appointment upon parent request.
   - during scheduled conferences.
   - via email.
   - during Pastries with the Principal.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, including, but not limited to:
   - Field trips
   - Parent helpers/volunteers (i.e. robotics, STEM, projects)

6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
   - Review Policy with the Parent Advisory group annually, no later than the end of the third quarter, and accept their suggestions upon improvement for change.
7. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

   • During the third quarter, the Parent Advisory group will compile parent survey data and use the findings to design strategies for more effective parental involvement and revise this policy if necessary.

8. Hold an annual Title I 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.

   • This meeting will be held in the fall in conjunction with either Orientation or Back-to-School Nights.
   • Additional reminders will be provided throughout the year (i.e. school newsletters, parent conferences, etc…)

9. 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.

   • Information will be provided to parents of participating students in Spanish when needed (report cards, newsletters, flyers, interim reports, all Title I notices).
   • Alternate formats will be provided when requested through support of the Office of Pupil Personnel Services.

10. 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.

   • Links to state curriculum will be provided on the school’s website.
   • Standards of Learning (SOL) aligned and formatted unit assessments and nine-weeks tests are given.
   • Interim reports will go home each quarter.
   • Report cards will go home quarterly to parents.
   • The School Report Card, when it is released by the Department of Education, will be sent home with all students.
   • Provide information on how to interpret SOL scores from the state when scores are sent.

11. 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.
12. Provide to each parent an individual student report about the performance of their child on the State assessment (SOL) in at least math, language arts and reading.

- During the summer, the SOL reports will be sent to the parents of a child who participated in an SOL test.
- Provide information on how to interpret SOL scores from the state.
- Administrators will meet with parents of students who are at risk of retention based on performance on assessments.

13. 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).

14. Provide assistance to parents of children served, 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;

1. 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;
2. 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;
3. 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;
4. 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;

15. Shall provide, to the extent practicable, 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.

- Information will be provided to parents of participating students in the appropriate format and language when needed (report cards, newsletters, flyers, interim reports, all Title I notices).
Appendix A: A list of committee members responsible for the writing of this policy

School Representatives:

Melanie R. Kay-Wyatt, Principal
Renee H. Embrey, Secretary to the Principal

Parent Representatives:

Chelsea Frinks-Bryant
Cynthia Hoffman
Christine McBride
Stepfon Carter
Yoon Kim