

**Yuma Elementary  
Parent Involvement Policy  
2015-2016**

Yuma Elementary School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it on November 16, 2015. 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 the school's webpage <http://web.scott.k12.va.us/yuma/> and a hard copy will be available in the office. If the Title I Plan is not satisfactory to the parents of participating children, Yuma Elementary 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**

Yuma Elementary School will:

- (1) Convene an annual meeting on November 16, 2015 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 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

### SCHOOL-PARENT COMPACT

*Yuma 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

**Yuma Elementary 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:

- **Through teacher collaboration**

*All classroom teachers, Title 1, Part A teachers, reading specialist, and special education teacher will collaborate as needed. The group will work to develop collaborative teaching plans and/or individual learning plans specific to individual students not meeting desired academic standards. Teachers, also, collaborate during assigned planning. An RTI binder will be designed through teacher collaboration for all "at-risk" Reading students, who are identified from the spring testing scores and teacher recommendation.*

- **Through high-quality staff development** designed to be rich in content and is specifically chosen to deepen and broaden the knowledge and skills of teachers, administrators, paraprofessionals, and other key education staff based on substantive, well-defined objectives. All teachers will participate in high quality staff development plan annually.

*A needs assessment will be conducted for instructional staff and paraprofessionals to identify opportunities for needed professional development.*

*Professional development activities will be developed to address the results from the needs assessment.*

*By May 2016, highly qualified teachers will evaluate the quality of professional development opportunities offered during the school year. Yuma Elementary School provides highly qualified teachers and paraprofessionals the opportunity to provide input on professional development opportunities. Professional Development workshops provide teachers and paraprofessionals the necessary skills to provide effective instruction to meet the needs of children at Yuma Elementary School. Teachers have the opportunity to evaluate the professional development and determine if their needs and the needs of their students are being met. Feedback from the teacher evaluations will be used to improve and enhance future professional development opportunities.*

- **Provide a supportive and effective learning environment by:**

*Sending positive notes home to parents to encourage positive actions by students*

*Providing each family a student handbook that includes the county discipline and privacy policies*

*Addressing behavior problems and writing behavior plans as needed with the child-study team and the guidance counselor*

*Scheduling parent-teacher conferences to discuss behavioral and classroom concerns*

*Maintaining a discipline log of student offenses*

*Bullying, drug and violence programs being addressed by the counselor*

*Scheduling safety programs for students*

*Practicing fire drills weekly for the first month of school, then monthly thereafter; Bus evacuations will be practiced each school year*

*Practicing lockdowns and tornado drills once a semester*

*Utilizing local law enforcement and resource officer to aid in safety drills and procedures*

*Requiring all visitors to sign-in, utilizing school cameras, and requiring all volunteers and chaperones to have a federal background check*

*Assessing student and family needs through counselor, school nurse, and administrators; Parents will be contacted by phone and referred to community services*

*Encouraging students and faculty to participate in morning exercises and a walk club at lunch*

*Presenting workshops on safety issues, including internet safety for students, parents, and faculty*

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:
  - Conferences will be held on August 13<sup>th</sup> at 6:00, October 15<sup>th</sup> from 4:00-6:00, and March 2016 from 4:00-6:00. These conferences will be held in the child's classroom so that each parent may have an opportunity to meet and speak with their child's teacher to determine how the Title I Part A program can be tailored to meet the needs of the individual child. Parents may schedule individual meetings throughout the school year as concerns arise.
  
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - *Progress reports will be sent halfway through each quarter (approximately every 4.5 weeks) with each student.*
  - *Weekly folders of graded work will be sent home.*
  - *Homework sheets will be sent home daily/weekly.*
  - *Report Cards will be sent home every nine weeks.*
  - *Parents will be notified by a note home or phone call when a student's grade drops a letter grade or when homework is not being completed.*
  - *Teachers will send home a letter of concern to schedule a meeting when academic/behavioral problems arise in the classroom. The meeting team will consist of the teacher, parent, counselor, resource teacher, and an administrator.*
  - *Communication folders are provided for all students in grades K-3.*
  - *Parental Portal Accounts are available for parents to check grades and attendance.*
  
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - *Staff will be available to consult with parents in personal conferences, as needed.*
  - *Another person at the school can attend the conferences with the teacher at teacher or parent request.*
  - *Parents will be informed of the time of the teacher's planning period at the beginning of the year.*

- *Before and after school meetings are available at the parent's request.*
- *Consultation may also be available through phone conferences, e-mail communications, written correspondence, and home visits.*
- *Students will be asked to the meeting at the discretion of the parents and teachers.*

5. Provide parents opportunities to volunteer by utilizing our volunteer program:

- *Volunteers and field trip chaperones are required to have a federal background check, at their own expense.*
- *Volunteers are required to sign-in with the office personnel and to obtain a visitor's pass.*
- *Federal background checks required to chaperone on field trips.*
- *All parents are always invited to Thanksgiving and Christmas lunches, Fall Festival, PTO meetings, Field Day, Trunk or Treat, Walk-a-thon, McTeacher Night, and Christmas program.*
- *Parents who cannot actively participate in the classroom are encouraged to provide supportive instruction at home using reading and writing strategies and methods similar to those being used in the classroom.*

Yuma Elementary believes that parent involvement is essential to the success of each student. The school encourages parental input and invites parents to participate in the planning, review, and improvement of the school's Title I, Part A parental involvement policy and school wide program. Parents will be informed of these meetings by invitation sent home in homework folders of the student, on the school's web page, and posted in the office. There will be at least one meeting in the fall, one mid-year (around January) and one in the spring. The PTO president and two parent representatives are assigned to the planning team; however, all parents are invited to attend. Meetings will be held September 24, 2015; October 15, 2015; November 16, 2015; and May 2016.

## Parent Responsibilities

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

- Monitoring attendance

*Always check the attendance section on the report cards. Try to schedule appointments after school. Keep a calendar of child's absences and tardiness to compare to the schools. Use bus transportation to ensure that your child arrives to school on time. Parents will seek advice and assistance from school or community services if attendance becomes a problem.*

- Making sure that homework is completed

*Always sign daily assignments and homework sheets. Schedule a time for homework in a well-lit, quiet area to study. Utilize parent portal to check grades and attendance.*

- Monitoring amount of television my child watches

*Set a weekly TV schedule. Decide on the number of hours your child can watch television each week. Stick to the schedule.*

- Set high expectations for my child

*Have a rewards and consequences system in place. Set clear and precise goals for your child. Follow through.*

- Promoting positive use of my child's extracurricular time

*Read to your child daily. Take advantage of teaching opportunities. Practice basic math facts.*

- Volunteering at school when possible

*The parent will read monthly calendars and utilize the volunteer program. Parents will inform their child's teacher of their availability to volunteer, verbally or by letter.*

- Participation in academic decisions relating to education

*Parents will attend requested conferences, PTO meetings, and contact teacher or principal with concerns or questions.*

- Staying informed about my child's education and communicating with school by promptly reading all notices from the school or the school district, received either by my child or by mail and responding, as appropriate

- Serving, to the extent possible on PTO committees, Title I Part A advisory groups, or other policy committees.

### **Student Responsibilities**

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.

*Designate a specific place and time homework will be done daily.*

- Read daily outside of school time.

*Read to a family member. Read each night before bed. Have a family reading time.*

- Practice basic math facts as often as possible.

*Help parents with cooking and shopping. Help a younger sibling with his/her math homework. Play a math game with a family member.*

- 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.

### ***In addition, Yuma 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 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 meetings 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 program, and will encourage them to attend.

*Meetings will be held on both evening and during school hours to accommodate as many parents as possible. Parents will be informed of these meetings by informational newsletters, the school marquee, and on the school's web page.*

*Childcare will be available to parents in need. The annual parent meeting will be held on November 16, 2015 during our PTO meeting.*

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.

*Scott County Schools have ESL (English as a Second Language) personnel available to aide families/students in need.*

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.

*The following overview of the curriculum is available on the school's web page. Specific grade level curriculum can be accessed with the link to the Virginia Department of Education's website found on the school's web page.*

**Reading and Language Arts:** The Houghton- Mifflin (a research based curriculum) is used, along with other supplemental programs. Students in Kindergarten through 2nd grade utilize Super Kids, a comprehensive reading and language arts program. The program is based on scientific research that validates that phonics-based instruction is the best way to teach children to read. The primary grades use phonics, Dolch sight words, language structure, meanings, comprehension activities and writing experiences. In upper grades students use: Interactive Achievement, Kindle e-readers, Kunos droid based notebooks, participate in the Times News weekly Write ON, read to learn new information, read to become more fluent, and read to explore different types of gathering information (organizers, resource books, technology). Students, at all grade levels, are involved in the Accelerated Reader program where they read to reach goals, develop and increase comprehension, and learn the joy of reading. All grade levels write often and learn to edit using correct spelling and punctuation. All work is reviewed and facilitated by the teacher.

**Math curriculum:** The Houghton Mifflin Harcourt Math Expressions Series is used in grades K-2. Grades 3-6 utilize Scott Foresman & Addison Wesley's enVision Math series for Virginia. The Virginia Standards of Learning are implemented, using the following methods: graphic organizers, problem solving techniques, timed activities to achieve math fluency, math journals, and technology programs and equipment, such as Smart Boards, computer labs, Interactive Achievement, Sumdog math, and other computer programs.

**Social Studies:** Houghton Mifflin Social Studies program is designed with a Core/Extend organization with readable, accessible content that meets Virginia's state standards. Powerful, built-in reading and vocabulary instruction helps students become proficient in the content area reading. The program's easy-to-use multiple resources meet the needs of all learners in the classroom. Five Ponds Press E-Books are also used to supplement the Social Studies program.



Instruction is designed to enable students to experience success with fascinating nonfiction selections that support content-area instruction and bolster social studies understanding.

**Science:** The McGraw Hill science series is used in first through sixth grades to foster an understanding of science concepts and development of inquiry skills with this exciting and accessible standards-based program. Enrichment activities are designed to ensure skills mastery in the Virginia Standards of Learning. Guided and independent inquiry is used in many lessons. Five Ponds Press E-Books are also used to supplement the Science program.

**Assessment:** Kindergarten through second grade will be evaluated by assessments such as PALS (Phonological Awareness Literacy Screening) and Super Kids progress assessments.

Third grade through sixth grade will be evaluated by SOL testing and nine week benchmark tests. Interactive Achievement is also used to gather data and determine areas of strength and weakness. Mid-nine and nine week reports will also be used, as well as, graded papers sent home by individual teachers. Assessment data are available through the annual school's report card, the school's web site, parent-teacher conferences and TITLE I PART A, meetings.

6. At the request of parents, Yuma Elementary will provide opportunities for regular meetings with 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 in a timely manner.

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.

*Individual student VA SOL or PALS scores are sent home after fall/spring testing. Parents may also request copies of student scores/ information from the student's permanent record.*

8. Provide each parent timely notice by mail 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).

*We currently do not have any teachers who are not highly qualified.*

**Other School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the state’s high academic standards, Yuma 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 Head Start, Virginia Preschool Initiative, and Family Literacy Programs operating within the school, the district and the contact information.

*Newsletters are sent home in an informational packet at the beginning of each school year. Information can be found on the school’s and county’s website.*

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 officials or representatives.

*Any written complaints from the SEA involving any issues of violations will be made available to parents of students and to all appropriate private school officials or representatives. Parties will be made aware of the violations by a letter sent by the administration.*

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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, Yuma Elementary and Scott County Schools assisted under this part:

- (1) shall provide assistance to parents of children served by Yuma Elementary and Scott County 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) 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;
- (7) may train parents to enhance the involvement of other parents;
- (8) 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;
- (9) may adopt and implement model approaches to improving parental involvement;
  - (10) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
  - (11) may provide such other reasonable support for parental involvement activities under this section as parents may request.

#### **Part 4. ACCESSIBILITY**

Yuma Elementary, 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:**

**Title 1 School wide Planning Team**

**Valerie Babb – Principal**

**Amber Smith- Assistant Principal; Title 1**

**Andrea Lawson – Guidance Counselor**

**Alexandra Hill – Resource Teacher; Grades K-6**

**Tina Cole – Teacher; Grade 1**

**Amber Ketron-Teacher; Grade 1**

**Kelsey Curtis-Teacher; Grade 2**

**Krystal Lucas –Teacher; Grade2**

**Amy Hagy-Teacher; Grade 3**

**Trois Carter- Teacher; Grade 4**

**Amy Wallace- Teacher; Grade 4**

**April Mullins – Teacher; Grade 5**

**Seth McConnell – Teacher; Grade 6**

**Jean Bellamy – Title 1 Teacher; Grades K-6**

**Rhonda Franklin- Community Member**

**Robin Bellamy- Parent**

**Regina Meade- parent**

**Brenda Estepp-grandparent**

**Betsy Gibson- PTO President**

## Appendix B

Meeting Dates	Agenda Topics	Participants
9-24-15	<ol style="list-style-type: none"> <li>1. Discuss SOL scores from the previous year.</li> <li>2. Discuss the need of targeted students.</li> <li>3. Decide procedures to match the needs of Title I to Classroom educational priorities.</li> <li>4. Discuss Parent/School responsibilities.</li> </ol>	Parents, Teachers, Planning Team
10-15-15	<ol style="list-style-type: none"> <li>1. Discuss priorities and methods to improve assistance to needed students.</li> <li>2. Discuss technology to be used to improve performance of students.</li> <li>3. Discuss components of schoolwide plan.</li> </ol>	Teachers, Planning Team
11-16-15	<ol style="list-style-type: none"> <li>1. Questions about Schoolwide Program.</li> <li>2. Discuss appropriate procedures to explain Schoolwide Program.</li> <li>3. Suggestions for parental involvement.</li> </ol>	Planning Team, Parents, Staff During PTO Meeting
May 2016	<ol style="list-style-type: none"> <li>1. Revise Title Schoolwide Plan.</li> <li>2. Review parent survey.</li> </ol>	Planning Team, Parents, Staff