Patrick Henry School—Alexandria City Public Schools
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).

Patrick Henry School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it on Tuesday, September 12, 2018. 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, ACPS 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

Patrick Henry School will:

(1) Convene an annual meeting on October 8, 2019, 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. This year’s meetings will be held on the third Friday of each month
(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

(From Parent Involvement: Title I, Part A- Non-Regulatory Guidance, pp. 51-55)

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 may use the sample template below as a framework for the information to be included in their school-parent compact. 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.

*          *          *          *          *

SCHOOL-PARENT COMPACT

Patrick Henry 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 2019-20.
<table>
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<tr>
<th><strong>STUDENT:</strong></th>
<th><strong>PARENT/CAREGIVER:</strong></th>
<th><strong>TEACHER:</strong></th>
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<tr>
<td>I know my education is important to me. It will help me to become a better person. I know my parents want me to succeed, and I am the one who is responsible for doing the work. Therefore, I agree to do the following:</td>
<td>I realize that my participation in my child's education is very important to my child’s success. Therefore, I agree to:</td>
<td>As a teacher, I will provide high-quality instruction in a nurturing, effective environment that enables the participating children to meet the Virginia State student academic achievement standards. Therefore, I agree to carry out the following responsibilities in a language and format parents can understand; provide accommodations to parents with disabilities and/or Limited English Proficient parents and to the best of my ability as follows:</td>
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<tr>
<td>1. Come to school each day on time, prepared and ready to learn. 2. Do my best to work hard and get smart. 3. Be responsible for my own behavior, and be a good citizen. 4. Complete all school assignments on time. 5. Share my work with my parent/guardian each day. 6. Think about what I want to be when I grow up and do the work to become that individual.</td>
<td>1. Send my child to school on time each day with a positive attitude and the necessary materials they need to be successful. 2. Be a partner with my child’s teacher by communicating with the teacher regularly, and by attending parent-teacher conferences. 3. Attend or send a family member to participate in workshops and school based family activities. 4. Discuss my child’s assignments with him/her and ensure that all homework is completed; promote literacy at home; and establish routines to support learning. 5. Volunteer in my child’s classroom and in the school.</td>
<td>1. Communicate frequently progress reports; policies and expectations to students and parents: (a) course objectives and requirements (b) grading procedures (c) assignment deadlines (d) classroom discipline 2. Teach necessary concepts to your child from the Virginia State Curriculum. 3. Be aware of the needs of your child. 4. Regularly communicate with you on your child’s academic and social progress by face-to-face or phone conferences; email, verbally, or through the agenda. 5. Communicate volunteer opportunities to families and ways to support learning at home.</td>
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<td>ESTUDIANTE:</td>
<td>PADRES/TUTORES:</td>
<td>MAESTRO:</td>
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<td>Yo se que la educación es importante para mi.</td>
<td>Yo compreno que mi participación en la educación de mi hijo/a es muy importante en el éxito de el/ella. Por lo tanto yo estoy de acuerdo a:</td>
<td>Como maestro, yo proveere instrucciones de alta calidad en un ambiente acogedor y efectivo para que puedan llenar los requisitos académicos de acuerdo con el Estado de Virginia. Por lo tanto, yo estoy de acuerdo en cumplir y llevar acabo las siguientes responsabilidades dentro de mis posibilidades: En un Idioma que los padres puedan comprender; proveyendo acomodaciones a los padres con desventaja del idioma inglés o limitado, con la mejor de mis habilidades en lo siguiente</td>
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<tr>
<td>Me ayudará a convertirme en una persona mejor. Yo se que mis padres quieren que yo tenga éxito, y yo soy el único responsable de hacerlo. Por lo tanto me comprometo a seguir estos pasos.</td>
<td>6. Mandar a mi hijo/a todos los días a la escuela a tiempo con una actitud positiva y los utiles necesarios para tener un buen rendimiento escolar.</td>
<td>6. Comunicando con frecuentes reportes de progreso académico; reglas, procedimientos y lo que se espera del estudiante y de los padres: (a) Cursos objetivos y requisitos. (b) Procedimientos de calificaciones. (c) Tiempo límite de entrega de tareas. (d)Disciplina en clase.</td>
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<td>7. Asociarme con el maestro de mi hijo/a comunicandome regularmente y asistiendo a las conferencias de padres y maestros.</td>
<td>7. Enseñar los conceptos necesarios de acuerdo al Curso del Estudios del Estado de Virginia.</td>
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<td>8. Asistir o enviar a un familiar a participar en talleres y actividades escolares.</td>
<td>8. Estar pendiente de las necesidades escolares de su hijo/a.</td>
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<td>9. Dialogar con mi hijo/a acerca de sus tareas asegurandome que termine todo su trabajo en casa. Promover literatura para el hogar; establecer rutinas de apoyo hacia el aprendizaje.</td>
<td>9. Comunicandome regularmente con ud acerca del rendimiento academic y social de su hijo/a, través de correo eletronico, verbal, conferencias, y através de la agenda escolar.</td>
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<td>10. Ser Voluntario en la clase de mi hijo/a y en la escuela en general.</td>
<td>10. Informar a las familias sobre oportunidades voluntarias en como apoyar el rendimiento academic en casa.</td>
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Firma del Estudiante Fecha

Firma del Maestro Fecha
## Patrick Henry ከቅድ ደረጃ ተምህርትና

**SCHOOL COMPACT**

2019-2020

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مدرسة باتريك هنري الابتدائية
اتفاقية مدرسية
للعام 2019-2020

المعلم:
كطالب، أقدم تعليماً عالمي الجودة ضمن بيئة حاضنة وفخعة تمكن الأطفال المشاركين من استيفاء معايير ولاية فرجينيا الأكاديمية
لإنجازات الطلاب. لذا، فاني أوافق على تنفيذ المسؤوليات التالية
في أي لغة وصيغة يفهمها أولياء الأمر، وإدارة التسجيلات لأولياء
الأمر المصاحبة بإ意向 وأو ذوي الإتفاق المحدود للغة الإنجليزية
وبافضل ما يمكنني حسبما يلي:

16. إرسال طفلي إلى المدرسة على الوقت كل يوم بموقف إيجابي، وتزويده باللوائح الضرورية
التي يحتاج إليها للنجاح.
17. أداء دوري كشريك لمعلم طفلي من خلال التواصل مع المعلم بانتظام، وحضور
اجتماعات أولياء الأمر والمعلمين كل عام.
18. حضور ورش العمل والأنشطة التي يقام في المدرسة أو إرسال أحد أفراد أسرتي للمشاركة
بها.
19. مناقشة واجبات طفلي معه وضمان إتمام كل
الغرض المنزلية والترويج لإجادة القراءة
والكتابة في المنزل؛ وضع روتينات لدعم
التعليم.
20. التمتع في فصل طفلي الدراسي وفي
المدرسة.

ولي الأمر/الوصي:
أدرك أن مشاركتي في تعليم طفلي أمر أساسي لنجاحه.
لذا، فاني أوافق على ما يلي:

16. إرسال تقارير التقدم، والسياسات، والتوقعات باستمرار
إلى كل من الطلاب وأولياء الأمر:
(a) أهداف الدورات الدراسية ومتطلباتها
(b) إجراءات وضع العلامات
(c) مهل الواجبات
(d) الانضباط في الفصل الدراسي
17. تعليم المفاهيم الضرورية لطفلي بحسب منهج ولاية
فرجينيا.
18. إدراك احتياجات طفلك.
19. التواصل معك بانتظام بشأن تقدم طفلك الأكاديمي
والاجتماعي بما وجوه لوجه أو غير المكالمات الهاتفية أو
البريد الإلكتروني أو شفهياً أو عبر المكالمات.
20. إعلام العائلات بفرص التطور وطرق دعم التعليم في
المنزل.

التاريخ
توقيع المعلم
التاريخ
توقيع ولي الأمر/الوصي
التاريخ
توقيع الطالب
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, Patrick Henry School and Alexandria City Public Schools assisted under this part:

1. shall provide assistance to parents of children served by Patrick Henry School and Alexandria City Public 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 by attending school-wide conferences on Nov 13, 14, 15 and 16 and Feb 7 and 8;

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).

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

Patrick Henry 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.