



CORA KELLY PARENT INVOLVEMENT POLICY



Cora Kelly Elementary School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it on September 17, 2019. 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 (school website, PTA website). 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.

***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).*

Part 1. POLICY INVOLVEMENT

Cora Kelly Elementary School will:

- (1) Convene an annual meeting on September 17, 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. 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



CORA KELLY SCHOOL-PARENT COMPACT



Cora Kelly 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 2019-2020.

School Responsibilities

Cora Kelly 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:
 - Provide engaging learning experiences in our classrooms.
 - Extend learning through purposeful integration of math, science and technology across the curriculum and school day.
 - Maintain high expectations for all students.
 - Focus on both student achievement and growth.
 - Work together as a professional learning community to design engaging learning experiences in our classrooms based on student data and research-based practice
 - Provide intervention and support for students in areas of need and carefully monitor progress.
 - Provide opportunities for extension for students in individual areas of strength.
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:
 - November 13-15
 - February 13-14
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Quarterly Progress Reports will be sent home by: November 15th, February 14th, April 20th and June 19th. Progress reports will be provided to families during parent teacher conferences in November and February, and sent home in students' backpacks in April and June.
 - Interims will be sent home in students' backpacks as needed mid-quarter.
 - Parents are also provided reports on their child's progress through the use of email, daily school-home agendas, notes, and phone calls upon parent or teacher request.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- We have an open door policy, e-mail addresses are provided to parents and families are able to call the office to set up an appointment with staff at a convenient time for both the family and staff member.
 - Parents have access to teachers at school by phone calls, written notes, and email.
 - Parents are encouraged to use the designated parent-teacher conference times during the fall and winter to consult with teachers.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- At Back to School Night and Parent-Teacher Conferences, teachers share opportunities available to volunteer in the classroom and help their child both at home and at school.
 - Parents are welcome to request an opportunity to observe their child in class after discussing and setting up an agreed upon time with the teacher (limited to one hour per month). School staff will arrange a meaningful visit that is the least disruptive to the class.
6. Involve parents in the joint development of the school education plan and parent involvement policy in an organized, ongoing, and timely way.

Parent Responsibilities

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

- Ensure that my child is in school on time and remains for the entire school day.
- Make sure that my child completes all homework.
- Encourage my child to read for at least 20 minutes daily.
- Monitor the amount and type of screen time my child accesses, including television, video games, computers and other devices.
- Volunteer in my child's school and classroom.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time by participating in after school and weekend activities that support academic and social growth.
- Stay informed about my child's education and communicate 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.
- Attend parent education programs offered by the school or the school district on topics that will help me further my child's education.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Demonstrate ROAR behaviors at all times: Respectful, Our Best, Always Safe, and Responsible.
- Read for at least 20 minutes every day outside of school.
- Do my homework every day and ask for help when I need it.
- Use school technology appropriately.
- Give my teachers all notes and other communication from my parents.
- Give my parents/guardians all notices and information from my school every day.
- Discuss with my parents what I am learning in school.

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 Cora Kelly Elementary and Alexandria City Public Schools assisted under this part:

- (1) shall provide assistance to parents of children served by Cora Kelly Elementary 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;
- (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) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part 4. ACCESSIBILITY

Cora Kelly 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.

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

Appendix A: Cora Kelly School Improvement Team

Team Member	Role
Jasibi Crews-West	Principal
Lauren Holthaus	Assistant Principal
Katherine Loiselle	Instructional Coach
Maria Magallanes	Reading Coach
Laura Jurewicz	Reading Interventionist
Kim Bronson	Math Coach
Jeffrey Cave	Math Coach
Deborah Haiman	Kindergarten Teacher
Margaret Simpson	1 st Grade Teacher
Stephanie Worthington	2 nd Grade Teacher
Christine Scherrer	3 rd Grade Teacher
Karen Buckley	4 th Grade Teacher
Stephen Ingram	5 th Grade Teacher
Meghan Kenealy	EL Teacher
Heather Lindsey	Special Education Teacher
Abigail Lower	TAG Teacher
Ashley Sandoval	Physical Education Teacher
Aimee Molihan	Technology Integration Specialist
Christina Trozzi	School Counselor
Leigh LaPaglia	Social Worker
Kathryn Wood	School Psychologist

Appendix B: Cora Kelly Parent Meetings

PTA Meetings	Coffee T.I.M.E
September 17, 2019	October 10, 2019
October 23, 2019	December 12, 2019
December 11, 2019	January 16, 2020
January 15, 2020	March 12, 2020
March 11, 2020	April 16, 2020
April 22, 2020	
May 13, 2020	

CORA KELLY SCHOOL-PARENT COMPACT



Cora Kelly 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 2019-2020.

The signatures below acknowledge receipt and review of the School-Parent Compact for Cora Kelly Elementary School for the 2019-2020 school year. I understand that I can attach any concerns that I have to this signature sheet.

Parent/Guardian

Signature: _____ Date: _____

Student

Signature: _____ Date: _____

Principal

Signature: _____ Date: _____