

**Valley Elementary School  
310 Opportunity Drive  
Pelham, AL 35124  
(205)624-3704  
Deberah Miller, Principal**

Dear Parents,

An extremely important part of a child's education is the relationship between home and school. With this in mind, we want to share some information about our school with you.

Valley Elementary is a Title I School. Which means we receive funding from the Federal Government to help support our students and programs throughout the school.

We are proud to be a Leader in Me School. Our faculty and staff have been trained on the 7 Habits and are incorporating these habits throughout classroom instructional opportunities. Students are being demonstrating various ways that they can show their leadership skills.

We ask that you read the following information, sign and return the Parent Compact agreement, found in this booklet, to your child's teacher as soon as possible.

Should you have any questions or concerns, please contact the school principal or the Federal Programs Office at (205) 624-3809.

Thank you for sharing your child with us. We look forward to a great year!

Valley Elementary School  
Faculty and Staff

## What Exactly Is The Title I Program?

Title I is a partnership between the federal government, the state educational agency and the local school district. It is the largest federal aid program for elementary and secondary schools. The federal government appropriates money to help schools that meet the criteria of having at least 40% of its students on the free or reduced lunch program. School Districts have the opportunity to apply for these funds each year.

A school that qualifies for Title I can be a *targeted assistance* school or a *school-wide* school. The money provided to schools is used for materials, programs, teachers, etc. for this "target" group of students. A targeted assistance school identifies students most at risk. These students are provided additional resources to assist in their learning. *School wide* status allows schools to offer programs, teachers, and instructional materials for the entire school.

Each school, that is included in the Title I program, completes a yearly plan. This plan includes input from parents, teachers, and various other stakeholders. It consists of sections such as needs assessment, teacher qualification, achievement goals, and parental involvement. Schools make this plan available to parents in a variety of ways. We encourage you to review this document and become familiar with your child's school's Title I Plan. Simply ask the school office to see the Title I plan and they will provide a copy for your review.

## What Are Other Required Components Of Title I?

An annual meeting is held to provide parents information on:

- Title I participation, its services, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The school wide plan
- The school parental involvement plan
- School-parent compacts
- Other important information

This meeting is usually held in conjunction with PTO Open House. This allows parents to receive information from the school principal about the school and visit the classroom to obtain information that is grade and classroom specific.

A very important part of Title I is parental involvement. Every school has a parental involvement plan. This plan details how the school will involve parents in a meaningful, ongoing way. A copy of the school's Parental Involvement Plan is included in this book.

You will also find a copy of the District Parental Involvement Plan in this handbook. Both the local and district plans are reviewed each year. The district committee is comprised of at least two representatives from each Title I school. The district policy outlines how support will be provided to schools to build capacity for parental involvement.

The Pelham City Board of Education has adopted a policy pertaining to parental involvement. A copy of the policy is included.

Parents' Right-to-Know is a component of Title I. This document states that you have the right to ask questions about the qualifications of your child's teacher. If you would like to request this information, simply contact the school principal. The document and other information are included in this handbook.

At the beginning of each school year, parents are asked to sign a parent compact. This compact outlines the expectations for parents, students, teachers and administrators so that maximum student achievement is reached. These compacts will be specific for a child's grade level and may be referred to during parent-teacher conferences.

## **Which Schools Are Title I Schools In Pelham City?**

Valley Elementary  
Valley  
Intermediate  
Riverchase Middle

### **Are Title I Schools Always Elementary Schools?**

No. The district Title I committee, which includes parents, teacher and central office representation, decides how to best use Title I funds given to the district. This committee has agreed to focus efforts on elementary and middle schools. If the elementary and middle schools have students that are well prepared and able to meet the state's academic standards, then this will alleviate the need for Title I programs at the high school level.

### **How Will I Know If The Students In My Child's School Are Meeting The State's Academic Standards?**

Each year, elementary and middle school students in grades 3 – 8 are given the ACT Aspire State Assessment. Students are asked questions that align with the standards the state has outlined for each student to know. These standards are specific for each grade level. The high school in grade 10 uses ACT Aspire Science, and ACT Plus Writing in grade 11.

Scores are reported to the district by schools each year. If a certain number of students in a Title I school fail to meet the minimum standards for two consecutive years, the school will be placed in school improvement.

### **How Can I Get Information About The Professional Qualifications Of My Child's Classroom Teacher?**

Please complete the Parents' Right to Know Notice request form and submit to the school principal.

## PARENTS' RIGHT TO KNOW POLICY

The Pelham City Board of Education aims to provide each child with a quality education. The Board recognizes that parents play a crucial role in the educational process. Therefore, the Board and its employees strive daily to work with parents in helping their child reach his/her greatest potential.

*"The No Child Left Behind Act"* requires all school systems to notify all parents that they have the right to request and receive timely information about the professional qualifications of their child's classroom teacher(s) and paraprofessional(s). The Right-to-Know applies to any and all schools receiving Title I funds.

Parents wishing to request the professional qualifications of their child's classroom teacher(s) and paraprofessional(s), can complete the **Parent Right To Know Notice** form and send it to the Director of Personnel, 3162 Pelham Parkway, 35124. Forms are also available at the local schools.

*"The No Child Left Behind Act"* also requires timely notice when a student has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified." Notification to the parent shall be made in writing and mailed.

## PARENT'S RIGHT TO KNOW NOTICE FORM

School Name:

\_\_\_\_\_  
Name of Student:

\_\_\_\_\_  
Name of Parent(s) {including address}:

\_\_\_\_\_  
Date Information Requested:

\_\_\_\_\_  
Name of Teacher or  
Paraprofessional:

\_\_\_\_\_  
Grade and Subject(s) Taught Related to this Request:

### **Completed by the Personnel Department**

3113 Cummings Street, Pelham, Alabama 35124

Telephone: (205) 624-3700 Fax: (205) 624-3980

Email: pthornton@pelhamcityschools.org

Teacher

1. Has the teacher met the qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Is the teacher teaching under emergency or other provisional status?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

3. List the professional qualifications of teacher:

Undergraduate Degree: \_\_\_\_\_

Certification: \_\_\_\_\_

Graduate Degree: \_\_\_\_\_

Certification: \_\_\_\_\_

Paraprofessional

4. Is the paraprofessional providing instructional services to the student?

\_\_\_\_\_ Yes \_\_\_\_\_ No

5. If yes, what are the qualifications of the paraprofessional?

High School Graduate: \_\_\_\_\_

Undergraduate Degree: \_\_\_\_\_

6. If the paraprofessional does not have an undergraduate degree, but does have hours towards an undergraduate degree or an associate's degree, what are the number of hours?

College/University: \_\_\_\_\_

Major: \_\_\_\_\_

Hours: \_\_\_\_\_

\_\_\_\_\_  
Director of Personnel

\_\_\_\_\_  
Date



# DISTRICT PARENTAL INVOLVEMENT PLAN

## **PART I GENERAL EXPECTATIONS**

**The Pelham City School System agrees to implement the following statutory requirements:**

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118 (b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school district will incorporate this LEA parental involvement plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migrant children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school district will be governed by the following statutory definition



of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

## **PART II     IMPLEMENTATION OF LEA PARENTAL INVOLVEMENT PLAN**

- 1. The Pelham City School System will take the following actions to involve parents in the joint development of its LEA parental involvement policy/plan under section 1112 of the ESEA:** A representative group will collaboratively develop the parent involvement plan; a draft of the plan will be distributed to each local school for review by school and parent leaders; the primary planning group will consider any suggestions or feedback received from the local schools; and comments and suggestions received throughout the academic year will be maintained to be included in evaluation and annual revision sessions. The school will survey parents annually to gather data to improve the LEA plan.
  
- 2. The Pelham City School System will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:** The necessary leadership and technical assistance will be provided to local schools by the school system to assure that parents are involved in meaningful ways in the local school planning processes; and the avenues with which parents may get involved in the school's activities - to include conferencing, planning, and volunteering – will be widely distributed through the schools' websites, newsletters, annual parent meetings, information packets, and informal contacts with parents. Every Title I school will have parent members on the Continuous Improvement Team (CIP), which will regularly review programs and practices within the school.
  
- 3. The Pelham City School System will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:** Training will be offered to school leaders, to

include administrators, faculty, and parents; inviting parents to become members of and to attend planning meetings to solicit parent ideas and suggestions for ways to improve student academic achievement and school performance; surveying parents annually to gather data for suggestions for activities to improve student academic achievement and school performance; communicating with parents the programs and practices of the school through regular newsletters, paper copies, and/or schools' web-site, in order to improve academic achievement and school performance.

- 4. The Pelham City School System will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs by:** Conducting transition programs with Pre-K, ESL LEAPS, adult literacy classes, Back-to-School Night, PTO meetings, nine week newsletters, ongoing school website updates, agendas, communication folders of student work and ongoing schoolwide/district/community events, distribution of enrollment information, and counseling related to academic expectations.

**(E) The Pelham City School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy/plan in improving the quality of its Title I, Part A schools:** At least on an annual basis, a representative group of school and parent leaders will evaluate the parent involvement programs within the various schools of the Pelham City School System. As part of this evaluation, the following measures will be collected and analyzed: participation by parents in various school activities; conference logs, parent perception surveys; faculty perception surveys; and project accomplishments by PTO organizations. Focused attention will be in the areas of communication, participation, and the resulting influence toward the ultimate goal of increased student achievement. An analysis of workshop evaluations related to parenting and parent involvement will be conducted especially as it relates to the curriculum and goals of each respective school. Where possible, connections between parent involvement and student performance will be analyzed. An analysis of this information will be used to plan for the upcoming school year, modify plans, assure proper attention is given to all sub-groups of students (disabled, English-language learners, poverty, etc.), and to eliminate any barriers that might exist between the school-home partnership.

### **PART III Building Capacity for Parental Involvement**

- 1. The Pelham City School System will build the schools and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:**

- a. **The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:**
  - i. the State's academic content standards,
  - ii. the State's common core readiness standards,
  - iii. the State and local academic assessments including alternate assessments,
  - iv. the requirements of Part A,
  - v. how to monitor their child's progress, and
  - vi. how to work with educators:

These topics will be addressed through an annual meeting conducted at the beginning of each school year within the first month of the school year; by providing informational packets to parents; through periodic teacher-parent conferences; and assuring that School-Parent Compacts are in place and in use. Communication will be developed such that they are in a language and format that parents of varying English skills may understand.

- b. **The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by** hosting a parent meeting annually to provide tips and training for parents to help them work with their children at home to improve academic achievement, specifically in the areas of reading and mathematics; by having computers available at the schools for parent use; and by having materials available upon request for parents to borrow at home in order to work with their children to improve their children's academic achievement.
- c. **The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools,** by continuing professional development in the areas of conferencing, communication, and relationship development skills; sharing strategies that work from one school site to another; supporting PTO activities; and fostering an atmosphere of importance related to the welcoming and encouragement of parent involvement in the local schools.
- d. **The school district will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities such as ESL LEAPs, adult literacy classes, and conduct other activities, which could include parent resource centers, that encourage and support parents in more fully participating in the education of their children,** by seeking out and assisting with the connections between agency programs with that of the schools within the Pelham City School System; making available, when possible, the inclusion of staff

members from the various agencies into workshops and training sessions offered to public school faculties; and by assisting with the development of effective communication.

- e. **The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand through:** student/parent handbooks, notice of meetings, Parental Involvement Plans, letters to parents, translated when needed through the English as a Second Language (ESL) program, to assist as needed in local school communications, conferences, and meetings; to develop an ESL parent handbook which will contain the most pertinent school system information and community resources; and to utilize interpreter/translation services in a variety of languages to translate written documents and interpret oral conferences.

#### **PART IV. ADOPTION**

This LEA Parental Involvement Plan has been adopted and developed jointly with, and agreed on in Title I, Part A programs, as evidenced by the LEA Committee Meeting's Agenda and Roster.

**X**

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Scott Coefield  
Superintendent

y School System on August 31, 2015 and will be in  
: The school district will distribute this plan to all parents  
during the first semester of the school year.

## **PELHAM CITY BOARD OF EDUCATION PARENTAL INVOLVEMENT POLICY**

It is the goal of the Pelham City Board of Education to develop strong partnerships between the System and home. Families and schools working as partners increase student achievement and develop positive attitudes about self and school.

The key factor in the homeschool partnership is the relationship between the family and the teacher. Families are the child's first teacher and are an essential resource in the continued learning process of their children. Teachers are professionals who manage a variety of instructional resources. Organizational support from the school board, district administrators, and building principals enables teachers to effectively develop the partnership.

The intent of this policy is to consciously continue the current practices in a more efficient, consistent, and effective manner as well as generating new ways of strengthening the partnership.

The partnership between home and school will be supported by:

1. The development of an infrastructure to continually assess, plan and implement strategies that build the partnership.
  - a. A district-wide committee of parents, teachers, administrators and representatives from cooperating agencies will be formed to guide overall program efforts and to serve as a home –school partnership network.
  - b. Coordination of activities through the staff development system in areas of communication with families, teacher in-service and assessment of teaching strengths toward creation of the best possible experience for each child.
2. Self-study of family involvement practices by teams of family members, teachers, counselors, and administrators in each school using the following seven basic principles considered essential to home/school partnerships. Each school will develop a family/school policy localizing its program to meet the community's specific needs.
  - a. Every aspect of the school climate is open, helpful and friendly.
  - b. Communications with families (whether about school policies and programs or about their own children) are frequent, meaningful, clear and two-way.

- c. Families are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
  - d. Family members are encouraged, both formally and informally, to comment on school policies and to share in the decision making process.
  - e. The school encourages volunteer participation from families and the community at large.
  - f. The principal and other school administrators actively express and promote the philosophy of partnership with all families.
  - g. The entire school recognizes its responsibility to forge a partnership with all families in the school, not simply those who are more accessible.
3. Resources will be provided to families, teachers, counselors, and principals by the Parent Involvement personnel.

The Pelham City Schools Board of Education and Staff will provide leadership in the development of clear and meaningful avenues of family involvement. Full realization of the partnership will be achieved through the ongoing commitment and active participation by both home and school.

## Valley Elementary Parent Involvement Plan 2015-2016

**A. Parental Involvement: Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.**

Valley Elementary School will provide two separate presentations of the Annual Meeting in September. Parents will be informed of the meetings through email/listserv, newsletter in weekly communication folder from the teacher, and our school website. A Power Point presentation provided by the State Department of Education will be used to educate parents on aspects of the Title I program with an emphasis on parental rights.

**The purpose of the annual meeting of parents of parents of Title I students is:**

- Informing parents of the school's participation in Title I.
- Explaining the requirements of Title I.
- Explaining the rights of parents to be involved.

**The topics covered in the Power Point are as follows:**

- What does it mean to be a Title I school?
- What is the 1% Set-Aside for parental involvement?
- What is the LEA Title I Plan?
- What is the LEA Parental Involvement Plan?
- What is a CIP?
- What is the School-Parent Compact?
- How do I request the qualifications of my child's teacher(s)?
- How will I be notified if my child is taught by a teacher who is not Highly Qualified?
- How is the Annual Evaluation of the Parental involvement Plan conducted?
- How can I be involved in all of these things I'm learning about?
- How can I be involved in all of these things I'm learning about?

**B. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1. The leadership and staff of Valley Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for Title I parents will be offered four separate times: 2 meetings during the school day; one in English and one in Spanish, and 2 evening meetings; one in English and one in Spanish. State-wide Parenting Day will be held each year in October. Parents may attend scheduled activities and visit their child's classroom. Parents are invited to eat lunch after Labor Day. ETA Backpack Trainings are offered at VaES in the fall. Parents of kindergarten – second grade students learn about activities and ideas to do at home to help their child develop early reading and math skills. Attending parents receive a backpack full of books and fun activities to keep and use at home with their child. In addition, our parenting center will be open Monday –

Friday from 2:00-3:00 for parents to check out materials and get information.

2. Valley Elementary School believes in involving parents in all aspects of its Title I programs. Parents have the following opportunities for involvement in the decision-making process:

We have a Parent Involvement Committee consisting of the principal, assistant principal, counselor, a teacher representative from each grade level, an ELL teacher, and 3 parents, who will be/have been trained on Title I, Part A, parental involvement, and parent's rights. They serve as representatives on decision-making committees and as contact persons for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee works and receive input from parents for committee decisions. They assist in evaluating the parental involvement plan. Title I parents are introduced to the parent leaders at the annual meeting of Title I parents at the beginning of school. Parents are also given a timeline outlining various parent involvement opportunities throughout the year. Parents are also reminded each month through monthly calendar of events, school marquee, and announcements continually scrolling on a television monitor in the hallway outside the main office, newsletters in monthly parent communication folders, and the school-wide website.

3. Valley Elementary School uses its parental involvement funds as follows: To fund all materials and supplies for our school's parenting center and Reading and Math workshops. To fund materials and supplies for monthly newsletters providing information for our parent events, which include the Annual Title One Meeting, grade level Parent Meetings, Meet the Teacher, Math Night, and Language Arts Night. All parents are surveyed in the spring and the results of the survey are used to improve the parenting program at VaES.

**C. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.**

At parent meetings in September, Valley Elementary School presents information about its Title I programs, the curriculum, and forms of academic assessment used. Parents learn about the content standards in reading and math. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. Parents have the opportunity to have at least one parent-teacher conference each semester. We have an interpreter available to communicate with our Spanish speaking parents when needed. In addition, important documents are provided in Spanish.

**D. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents: how it is used, reviewed, and updated).**

Valley Elementary School developed our current school-parent compacts through a coordinated effort by teachers, administrators, and our Title I Parent Advisory Committee. All parents are given a copy of the compact. The compact is explained to the parents, and they are asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts are discussed with teachers at a faculty meeting. Each teacher will be given the responsibility



to explain the compact to the students and obtain the students' signatures. The teacher will sign the compacts and the compacts will be kept on file and accessible to teachers and staff. The compacts are also available for review on our web site. Compacts may be reviewed at parent-teacher conferences. The compacts will be updated annually as new ideas and concerns will need to be addressed.

**E. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

Valley Elementary follows the district Parent/Family Involvement Policy (Policy 7.11). Parents may provide comments of dissatisfaction for any section of the CIP through the methods in which they provide any other type of dissatisfaction – emails, conferences, phone calls, etc. If the complaint cannot be resolved at the school level, they will be submitted to the Federal Programs Supervisor at the Central Office.

**F. Describe how the school will build capacity for parental involvement, including how parents will be encouraged to become equal partners in the education of their children. ( See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

- (1) Shall provide training for parents of participating children in understanding such topics as the State's academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.**

Valley Elementary School will accomplish this through its required annual Title I parent meetings held at the beginning of the school year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers. Also, progress folders and class newsletters are sent home weekly so that parents are able to monitor student progress and collaborate with the teacher to ensure students are achieving to the best of their ability at all times.

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.**

Valley Elementary School shall provide materials and training to help parents work with their children to improve their children's achievement through take-home resources and the ETA Backpack program. Valley Elementary School shall give all parents a Parent Involvement Future Workshop Topic Survey. The results of this survey will determine the top 3 choices for workshops that shall be provided for parents by our Math and Reading Coaches in order to better help their children succeed in school. Many parents, for the first time, may adopt home practices known to foster student achievement. These materials may provide parents with an opportunity to have something positive to do with their child while contributing to their knowledge of what their child is doing in school.

- (2) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.**

The administrators at Valley Elementary School educate teachers and other staff on how to reach out to, communicate with, and work with parents as equal partners. In August we have Parent Night at each grade level, where teachers share their academic expectations and requirements regarding homework, assessment, and what their students will be doing in the classroom each day. Parents are invited to serve as volunteers, chaperones on field trips, or to eat lunch with their children. Parents and students come the Friday before school starts to 'Meet the Teacher'.

Valley Elementary School will have two major events this year: Math Night in October and Language Arts Night in January. Parents are invited to come to the classroom to play math games with their child and will have the opportunity to purchase these games to play at home. Parents will participate in Language Arts centers and see the types of activities their child is engaged in during the Language Arts block each day. The discipline team developed several parent contact documents and trained the faculty on how to use these documents. More training will be implemented at faculty meetings on how to conduct successful parent-teacher conferences. The critical relationship between school, community, and parents will also be facilitated through PTO meetings, active parent volunteer programs, weekly student progress folders, and monthly informational newsletters.

- (3) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

The parent resource center will be open during regular school hours and may also be used from 2:00-3:00 p.m. through our Child Care Program Monday through Friday. Valley Elementary School coordinates its parent involvement program for all parents.

- (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 and, to the extent practicable, in a language the parents can understand.**

Important information will be sent home to parents in the parent's primary language. Due to the growing number of ELL students at VaES, interpreters are provided by the district as needed for meetings. VaES has a full-time secretary in the front office that interprets and assists our parents who do not speak English.

- (5) Shall provide such other reasonable support for parental involvement activities as parents may request.**

Valley Elementary School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parents are surveyed annually by the district and these results are used to plan parent involvement activities for

the upcoming year.

**G. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

Valley Elementary School provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. All important parent notifications are sent to parents in English as well as Spanish. Also, we use an interpreter for parent conferences when needed. Every effort is made to accommodate parents with disabilities. VaES is a handicapped-accessible building. We will address and work to accommodate the needs of our parents and our students.

## Valley Elementary School

### SCHOOL-PARENT COMPACT

Valley Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind Act of 2001 (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2015-2016.

#### School Responsibilities

Valley 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:**
  - *Strive to maintain a safe learning environment in which each child is motivated to learn.*
  - *Maintain and promote the belief that all children can learn.*
  - *Show respect for each child, parent, and their family.*
  - *Ensure planned lessons meet or exceed the requirements of the Alabama Course of Study in all subject areas.*
  - *Regularly assess both teacher and students' performance and adjust curriculum and instruction as needed.*
  - *Assure that all materials necessary for instruction are available in the classroom*
  - *Continually monitor students' academic and social progress.*
  - *Seek to continually improve professional competence and skills of all teachers by scheduling on-going professional development activities.*
  
- 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.**
  - *At a minimum, one parent conference with discussions related to this compact and the achievement level of the student. Additionally, parent conferences will be scheduled throughout the year.*
  
- 3. Provide parents with frequent reports on their children's progress.**

Specifically, the school will provide reports as follows:

  - *Provide regular progress reports and report cards to parents at least once every 4.5 weeks through student distribution and/or parent mailings.*
  
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
  - *Staff will be available for consultation with parents as needed and scheduled during planning periods, before school, after school, or upon request.*
  
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - *Provide opportunities for parents to volunteer at school through school-wide committees, and/or PTO activities.*

**Parent Responsibilities**

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

- *Seeing that my child is on time, has healthy meals, and attends school regularly.*
- *Talking with my child regularly about school work and activities, including making sure that homework is completed.*
- *Monitoring television watching and out-of-school activities.*
- *Volunteering at school through class projects, school-wide committees, and/or PTA activities in my child’s classroom.*
- *Participating, as appropriate, in decisions relating to my children’s education.*
- *Promoting positive use of my child’s extracurricular time.*
- *Staying informed about my child’s education and communicating 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.*
- *Serving, to the extent possible, on advisory groups, such as Title I advisory committees and parental involvement committees.*
- *Reading and discussing the Student/Parent Resource Guide and Code of Student Conduct with my child.*
- *Reviewing and signing Daily Communication Folders and/or Student Planners each evening.*
- *Discussing work assignments and report cards.*
- *Attending school conferences & meetings.*

**Student Responsibilities (revise as appropriate to grade level)**

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

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *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.*
- *Read the Student/Parent Resource Guide and Code of Student Conduct.*
- *Ensure the Daily Communication Folder and/or Student Planner is complete, given to my parents or the adult who is responsible for my welfare each evening and returned to school each day.*

\_\_\_\_\_  
School Representative Signature

\_\_\_\_\_  
Parent Signature(s)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date