
Albert H. Hill Middle School ♦ 3400 Patterson Avenue ♦ Richmond, Virginia 23221

Albert H. Hill Middle School Parent and Family Engagement Policy/Plan and Procedures

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

- A. Albert H. Hill will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.
- Review of Parent and Family engagement policy/procedures during Title 1 Annual Meeting.
- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
- Title 1 Annual meeting was held on September 4, 2025. Parents were informed of the school's Title 1 status, academic data, and given information about our monthly parent engagement events.
- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.
- Albert H. Hill has historically provided alternative times for parent-teacher conferences, to allow families to participate either during the day or in the evenings We have also provided transportation from Gilpin/Jackson Ward. In September 2025, Title 1 Annual Meeting, as well as monthly parent engagement events.
- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.
- Parent involvement solicited during review through PTA board and small group/ 1 on 1 parent input during CNA executive summary development.
- E. Implement an effective means of outreach to parents of English learners, in a language the parents can understand, to inform them regarding how they can—
- be involved in the education of their children; and
 - be active participants in assisting their children to—
 - attain English proficiency;

- o achieve at high levels within a well-rounded education; and
 - o meet the challenging State academic standards expected of all students
 - We regularly communicate with families electronically using ParentSquare, which incorporates a translation function. We also work to ensure that critical written communications are sent out in the home languages of families, request interpreter services as needed, and we make use of the language line to communicate directly via a translator with families.
- F. Provide parents of participating children—
- timely information about programs under this part;
 - 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;
 - 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 practically possible.
 - o Information regarding Title 1 and the curriculum are provided through the Title 1 annual meeting by the Title 1 math coach and weekly through the parent newsletter. Parents are provided with academic assessment measures and proficiency levels through the Aspen gradebook, progress reports, interim reports, standardized test data reports, and the weekly parent newsletter link to the School Report Card. Parents receive teacher contact information through each teacher’s syllabus to schedule meetings. All federal, state, and local policies and procedures for IEP development are followed.
- G. If a schoolwide program plan 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 district.
- Parent feedback on the school wide program reflecting unsatisfactory comments are emailed to the principal and made available to the principal director.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Provide frequent reports to parents on their child's progress.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
 - Parent teacher conferences are held twice annually. Report cards are distributed 4 times annually. Interim reports are distributed 4 times annually. Exceptional education progress reports are distributed 8 times annually. Volunteer opportunities are provided to families through the PTA in conjunction with the school. Parent requests to visit classrooms are submitted to either the classroom teacher, office staff, or principal and are approved by the principal. Regular communication in the form of formal letters, newsletters, email, and ParentSquare text messages are utilized. Documents are translated as needed. All staff members have access to language support services to communicate with families in a language that family members can understand.

BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

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

- Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
 - Teachers communicate with and assist parents with understanding information regarding their specific state academic standards and progress monitoring. Families are encouraged to review their child's progress online using ASPEN and Canvas.
- Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).
 - Monthly parent engagement nights to include literacy and math nights are scheduled annually. Parents and students are provided with chromebook agreement form and technology education materials through newsletters and the RPS website.
- Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parents and their communities to increase academic achievement.
 - Teachers, instructional personnel and other staff were provided professional development on the value of parents and their communities to increase academic achievement in August annually and more frequently as needed.

- Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.
 - The Office of Community Engagement works closely with the school to facilitate Neighborhood Council meetings.
- 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.
 - We regularly communicate with families electronically using ParentSquare, which incorporates a translation function. We also work to ensure that critical written communications are sent out in the home languages of families, request interpreter services as needed, and we make use of the language line to communicate directly via a translator with families.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

- Translated documents are provided to parents where applicable and virtual meetings are offered for parent-teacher conferences where text to speech services or closed captions are needed. All in-person events are ADA compliant.

PART IV-ADOPTION – This Albert H. Hill Middle School Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by Albert H. Hill Middle School on 08/25/25 and will be in effect for the period of 2025-2026. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before September 4, 2025

Tashiana Ivy

Date: 08/25/25

