School Name: Francis C. Hammond Middle School

School Year: 2026-2027

School Parent and Family Engagement Policy and Compact

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

A. Francis C. Hammond 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.

This policy was distributed to parents and to the extent practicable, provided in a language the parents can understand. This policy will be made available to parents and the local community on the school's website, email, and via newsletter. The Parent and Family Engagement Policy will be shared at the annual Title I meeting **Sept. 23rd, 2026.**

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.
The annual meeting will be held on Sept 23, 2026.

C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, childcare, or home visits, as such services related to Parent and Family Engagement such as meetings in the morning or evening, and offer hybrid meetings on Zoom and in person.
Transportation can be made available if parents request this service.

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.
The CSIP and needs assessment data will be shared with parents during the annual Title I meeting, posted on the website, and distributed via hard copies. Parents will provide feedback through surveys on ParentSquare.

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;
    - achieve at high levels within a well-rounded education; and
    - meet the challenging State academic standards expected of all students
- Interpreters will be provided at all meetings

- Information sent to parents will be translated

- Specific meetings will be held for the parents of EL students to discuss the EL program, ACCESS for ELLs assessment, and accommodations, etc., available to EL students on the SOL assessments.

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.

● Parent meetings will be held where information will be provided to parents on the state and division-wide assessments, including MAP, so that parents understand their student's progress.

● Provide families with information prior to the administration of the SOLs in the Spring in order to inform families of what the students can expect during testing, how to support their children with testing, and what to expect from SOL results.

● Assessment information on student academic progress and grade level standards are shared with parents during parent/teacher conferences and as requested throughout the school year. Parents also have access to historical assessment information by logging into Performance Matters. Parents are provided support in logging into Performance Matters by the parent liaison.

● Parents are provided information regarding student curriculum during Back to School Night and our Title 1 Annual Meeting as well as during Parent Teacher Conferences.

G. If the 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 LEA.

● Feedback will be reviewed and considered during the revision of the CSIP throughout the year, specifically during the Title 1 Annual meeting and when indicated on the agenda of designated PTA meetings and Parent Coffees.

PART II-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 LEA must**:

- Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
- Parent Coffees will provide parents with instructional information and strategies to support their children at home.
- SOL Night will be offered to parents to provide information about SOL (Standards of Learning) tests and give strategies to help their children at home.

- Parents are also provided reports on their child's progress upon parent request through the use of emails, text messages, and/or phone calls.
- Partner with families to offer ways to support their children's learning, such as monitoring attendance, literacy, and technology training, as appropriate, to foster parental involvement and participation in decisions relating to the education of their children and positive use of extracurricular time.
- Teachers will discuss standards and student progress with parents at parent/teacher conferences.
- 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).
- Students are provided with books to add to their home library through the book vending machine

School supplies are distributed for students to use at home

- Throughout the year, parents and caregivers will have the opportunity to engage in literacy, math and STEM focused events, including modeling sessions, family workshops, and parent education opportunities designed to share strategies for supporting reading, writing, math and STEM at home.
- Administrators will continue to build and maintain strong community partnerships with local organizations, including the Alexandria Public Library, Alexandria Tutoring Consortium, Life Enrichment Center, and InspireLit, to support overall literacy development and provide additional learning opportunities for students and families.
- Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parents and their communities to increase academic achievement.

Hammond staff attend multiple parent and family engagement conferences and training on how to best support parents and families.

- 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 Family and Community Engagement (FACE) Center works with the school's PAFE and supports implementing effective and engaging programs and events throughout the school year.
- The FACE center provides professional development for administrators and the Parent Liaisons to support effective family engagement
- 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.

Interpreters will be provided at all meetings

- Information sent to parents will be translated
- Specific meetings will be held for the parents of EL students to discuss the EL program, ACCESS for ELLs assessment, and accommodations, etc., available to EL students on the SOL assessments.

The following are allowable activities:

1) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
2) May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
3) May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
4) May train parents to enhance the involvement of other parents.
5) 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 Parent and Family Engagement and participation.
6) May adopt and implement model approaches to improving Parent and Family Engagement.
7) May establish a district parent advisory council to provide advice on all matters related to Parent and Family Engagement in programs supported under this section.
8) May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.

PART III-SCHOOL-PARENT COMPACT

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SCHOOL-PARENT COMPACT

Francis C. Hammond , 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 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 the 2026-2027 School Year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

Francis C. Hammond 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 challenging State academic standards as follows:**

○ Provide motivating and interesting learning experiences in our classrooms.

○ Determine and use techniques and materials that work best for each student to support

the curriculum.

○ Maintain the highest learning expectations for our students.

○ Partner with families to offer ways to support their children's learning, such as monitoring attendance, literacy, and technology training, as appropriate, to foster parental involvement and participation in decisions relating to the education of their children and positive use of extracurricular time.

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:**

○ Parent-Teacher Conferences will be held on October 1st-2nd, 2026 and on February 25th-26th, 2027.

○ Conferences can be held any time a parent or teacher requests one due to a concern or need.

3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

○ Report cards are sent home at the end of each academic quarter. Report cards will be sent home after the following quarter-end dates: October 30th 2026, January 22nd, April 9th, and June 17th, 2027.

○ Parents are also provided reports on their child's progress upon parent request through the use of emails, text messages, and/or phone calls.

4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Families are encouraged to make an appointment with school staff to observe in their child's classroom. During these visits, families will be asked to follow established guidelines to support student confidentiality and maintain a positive learning environment.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

● Families are encouraged to volunteer in their child's classroom and throughout the school in a variety of ways, including serving as a guest reader, supporting as a chaperone on field trips, helping with classroom enrichment activities, and

contributing to classroom community projects. Additional opportunities include participating in PTA initiatives, working with the parent liaison, and volunteering at school events and celebrations.

● Families are encouraged to attend and engage in school-wide activities throughout the year including Back to School Night, Literacy Night, Math Night, STEM Night, SOL night, Parent Coffee with the Principal.

6. **Ensure regular two-way, meaningful communication between family members and school staff that is, to the extent practicable, in a language that family members can understand, as follows:**

Maintain regular school contact through Parent Square, parent/teacher conferences and/or PowerSchool and Canvas updates.

<u>Parent Responsibilities</u>

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television and digital screen time their children consume.
- Volunteering 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 policy advisory groups, such as being the Title I, Part A parent representative on the school's Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or other school advisory or policy groups.

PART IV-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.

- Access to this school-parent compact is provided on our school website in all languages.
- Access is provided during our Annual Title I Meeting which was held on September 23, 2026.
- Additional access can be provided by request of the school Parent Liaisons or Title I Coordinator.

PART IV-ADOPTION

This Francis C. Hammond 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 Francis C. Hammond Middle School on 09/23/26 and will be in effect for the period of the 2026-2027 school year. 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 10/31/26.

Signature of Title I Authorized Representative: Document Attached

Date:09-23-2026

Name and Signature of Parents, Students, and Staff Involved in the Policy Development Process:

Name: Crystal Layton

Role or Title: Parent

Signature: Document Attached

Name: Elsa Hadgu

Role or Title: Parent

Signature: Document Attached

Name: Ronald Chapman

Role or Title: Title I Coordinator

Signature: Document Attached

Name:Anika Buster-Singleton

Role or Title: Principal

Signature: Document Attached