

Virginia Department of Education

Tri-Campus Family Engagement Policy

The Tri-Campus jointly developed this family engagement policy in consultation with school personnel, community members, and parents and adopted it on November 27, 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 via the school webpage. If the Title I plan is not satisfactory to the parents of participating children, the local educational agency will submit any parent comments with the application when the plan is submitted to the state. This family engagement plan will be updated annually to meet the changing needs of parents and the school.

Part 1. POLICY INVOLVEMENT

The Tri-Campus will:

- (1) Convene an annual meeting on November 27th, 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;
 - A variety of family engagement events will be offered at various times throughout the day and evening.
- (3) Involve families, 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 family engagement policy and the joint development of the schoolwide program plan (if applicable);
 - The Family Review Committee will meet three times per year, as well as School Planning Council Meetings.
- (4) Implement an effective means of outreach to families 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
 - Make a request for any school documents to be translated in their own language.
- (5) Provide families of participating children:
- timely information about Title I programs;
 - 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 if requested by families, 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.
 - Home visits can be arranged for parents who are physically unable to attend conferences.
 - access to Parent Vue, Alert Now messages
- (6) 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. School-Parent Compact

SCHOOL-PARENT COMPACT

The Tri-Campus (Diamond Springs, Newtown, and Bettie F. Williams), 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

The Tri- Campus 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 instruction in a supportive and safe environment, conducive to learning
 - Provide opportunities for remediation, intervention and enrichment
 - Follow VBCPS and VDOE curriculum
 - Provide small, flexible group learning as well as whole group and individual as needed
 - Provide goal setting opportunities to promote student agency
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, teachers will:
 - Schedule and conduct regular parent-teacher conferences/meetings and be available to meet with parents/guardians at least but not limited to 2 times per academic year.
 - Hold conferences that are teacher parent focused as well as student led
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Keep parents informed using a variety of the following; VBCPS progress reports, progress monitoring forms, report cards, parent information folders, calls from teachers and papers being sent home regularly in the weekly communication logs and additional methods at teacher discretion.
 - Quarterly Progress Reports for students performing below grade level
 - Quarterly Report Cards
 - Results of assessment devices administered by the division to measure student performance will be shared with parents in writing (SOL) as well as classroom assessment data will be shared during parent conferences and communication.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Provide for open communication between teachers and parents through access to teachers and staff through parent teacher conferences, student led conferences, phone calls, email, teacher sponsored sites and apps, teacher newsletters.
 5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
 - Provide parents opportunities for volunteering in schools by following VBCPS policies using sign in sheets to gain interest, Parent Involvement Days, Family Engagement Activities, Family Engagement Parent Surveys and through the Volunteers in Education Coordinator and Partners in Education Coordinator.

Parent/Guardian Responsibilities

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

- Play an active role in your child's education, expressing high expectations and offering praise and encouragement.
- Read with our child and help with homework assignments daily
- Monitor our child's attendance; ensure that your child attends school every day and on time
- Ensure that schoolwork has the top priority and that homework is completed each night
- Participate in school parent involvement activities as often as possible, volunteer in school as available and participate in at least two parent-teacher conferences
- Communicate with school administration and teachers when requested: Keep contact information updated (phone numbers, address, daycare)
- Monitoring amount of television our children watch.
- Promote positive use of our child's extracurricular time.

- Serving, to the extent possible, on policy advisory groups, such as being the Title 1, part A, Parent representative on the school's school improvement team, the Title 1 Policy Advisory Committee, the Division wide Policy Advisory Council, the state's Committee of Practitioners, the school support team, or other school advisory or policy group.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will be responsible, respectful, and safe by:

- Attending school daily and on time ready to learn
- Completing all classwork and homework assignments on time
- Respecting our classmates, teachers, and other staff members
- Following classroom and school rules
- Being a good messenger between home and school; students must make sure parents receive any communication from school

| | | |
|---------|-----------|---------|
| Teacher | Parent(s) | Student |
| Date | Date | Date |

Part 3. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of families and to support a partnership among the school, parents, and the community to improve student academic achievement, the Tri-Campus and Virginia Beach City Public Schools assisted under this part:

- (1) shall provide assistance to families of children served by the Tri-Campus and Virginia Beach 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;

Actions:

- Families will receive and sign the Title I Compact 2019-2020
- Provide instructional support to parents during Family Engagement events
- Parent portal
- Quarterly Progress Reports: Oct. 9, Dec. 13, March 4, and May 12
- Quarterly Report Cards: Nov.13, Feb.11, April 9, and June 22
- Technology apps to communicate with parents on student progress
- Social Emotional Literacy Books

- (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 family engagement;

Actions:

- Families will receive instructional materials relevant to the standards being taught.

- See events in Appendix B
 - Computer-based programs for home and school use (Imagine Learning, myON, Flocabulary)
 - Summer Slide program
- (2) 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;

Actions:

- Tri-campus PTA
 - Family Engagement Parent Survey
 - Family Review Committee
 - Parent/Guardian/Family Volunteers
- (3) shall, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with 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;

Actions:

- Utilize Community Resources
 - VBCPS Pre- K Program
 - Parent Resource Center
 - VBCPS Preschool Assessment Center
 - VBCPS Reading Bus
 - Sandler Center
 - Virginia Beach City Public Library
 - MOCA
 - Chrysler Center Saplings Program
 - Francis Land House
 - Virginia Beach Parks Recreation Programs
 - Communities and Schools Hampton Roads
- (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 that is practicable and in a language that parents can understand;

Actions:

- Family Engagement Event Flyers

- Family Engagement RSVP's
 - Family Engagement Sign-In Sheets
 - Principals weekly phone calls
 - Reminders written in planners
 - Communication will be available in the office, on the website, and through Alert Now
 - Documents may be able to be translated upon request
- (5) shall provide such other reasonable support for family engagement activities under this section as parents may request.

Actions:

- Continuous Communication with families
- Student-Led Conferences
- Family Engagement Days

Part 4. ACCESSIBILITY

The Tri-Campus, to the extent practicable, shall provide full opportunities for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, in a format that is practicable and in a language that parents can understand so that the families can:

Actions:

- 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

Part 5. ADOPTION

The TriCampus 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 the Tricampus schools on November 22, 2019 and will be in effect for the period of the 2019-2020 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 January 14, 2020.

Appendix A
 Title I Family Engagement Committee Members
 2019-2020

| Diamond Springs Elementary School | Newtown Elementary School | Williams Elementary School |
|---|---|--|
| <p><u>Administration</u> Mrs. Coston- Principal Mr. Lugo- Assistant Principal</p> <p><u>Title One Chair</u> Leanne Green</p> <p><u>Family Engagement Liaison</u> Wendi West</p> <p><u>Parent Representatives</u> Anica Morris _____ Leilani Baez</p> | <p><u>Administration</u> Mrs. Heidi Richardson – Principal Ms. Courtney Wilson – Assistant Principal</p> <p><u>Title One Chair</u> Elizabeth Williams</p> <p><u>Family Engagement Liaison</u> Dara Green</p> <p><u>Parent Representatives</u> Tina Gary _____ Leandra Mak _____</p> | <p><u>Administration</u> Mr. Timothy Sullivan- Principal Mrs. Lisa Riley- Assistant Principal</p> <p><u>Title One Chairperson</u> Mrs. Bari Maroon</p> <p><u>Family Engagement</u> Ms. Jeneshia Ferebee</p> <p><u>Parent Representatives</u> Crystal Correa _____ Lovey Edwards</p> |

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|----------------------------|-------------------|------------------------------|
| <hr/> Lakyia Liggins <hr/> | Mary Mobley <hr/> | <hr/> Sharlaina Hayman <hr/> |
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Appendix B

Family Engagement Events

2019-20

| Diamond Springs Elementary School Events/Training | Date |
|--|----------------|
| Meet and Greet | September 2019 |
| Open House | September 2019 |
| Library Honor Roll | Quarterly |
| Parent Involvement Days (class visits) | 2 Per Semester |
| Parent Workshops | Quarterly |
| Holiday Program | December 2020 |
| Math Month | March 2020 |
| Pe/Math/Book Fair Night | March 2020 |

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|---|------------|
| Family Fun Night | April 2020 |
| Kindergarten Registration | May 2020 |
| End of Summer Send Off | June 2020 |
| Positive Behavioral Interventions and Supports (PBIS) | All Year |

| Newtown Elementary School Events/Training | Date |
|---|--|
| Newtown Meet and Greet | 08/30/2019 |
| Newtown Open House | 09/24/2019 |
| Family Math and Reading Night | 10/16/2019 |
| Quarterly “Chew and Chats” | Q1: date tbd Q2: date tbd Q3: date tbd Q4: date tbd |
| A Morning of Stem and Donuts with Dad | December 17, 2019 |
| Holiday Program | December 12, 2019 |
| Black History Month Celebration | February 2020 |
| Food Lion Math Night | February 2020 |
| Muffins with Mom | May 2020 |
| Girls on the Run | Fall 2019 |
| Positive Behavioral Interventions and Supports (PBIS) | All Year |
| Citizenship Ceremony | Monthly |

| Williams Elementary School Events/Training | Date |
|---|------------------|
| Meet and Greet | August 2019 |
| Positive Behavioral Interventions and Supports (PBIS) | All Year 2019-20 |
| Community Volunteer Opportunities | All Year 2019-20 |
| Citizenship Celebrations | All Year 2019-20 |
| Festival (Literacy, Math, Science) & Book Fair | October 2019 |

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|---|---------------|
| Holiday Program | December 2019 |
| Parent / Student Winter Packet | January 2019 |
| Literacy School Wide Book | February 2020 |
| Family Fitness Night | January 2020 |
| Stem Night (Math, Science, Literacy & Technology) & Book Fair | April 2020 |
| Volunteer Breakfast | April 2020 |
| SOL Spring Celebration | May 2020 |