

College Park Elementary School



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SCHOOL-PARENT COMPACT

College Park 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 2018-2019.

School Responsibilities

College Park 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:

College Park Elementary School in partnership with our families and the entire community, will provide a path that empowers each student to become a lifelong learner, leading to academic, social, and personal success. Teachers will use several tools to plan and deliver high quality instruction including curriculum and pacing guides, the VDOE's curriculum frameworks and supporting documents and resources to plan, teach, assess and reflect on student progress. Teachers will use several tools to gather information regarding their students' learning progress. Daily assignments, running records, anecdotal notes, observations, quarterly assessments and formative and summative assessments will be used to guide instruction. Teachers will work individually, in instructional teams and with school/division leadership team to plan instruction based on the data received, and mastery of the intended learning objectives. These sessions will center around these guiding questions:

- What do we want our students to learn?
- How will we know when each student has learned it?
- How will we respond when students don't learn it or already know it?
- How do we involve parents?

Instructional teams will meet weekly to review curriculum and student work in order to maintain a focus on student learning.

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 school wide on November 8, 2016.

Conferences between parents and teachers are encouraged. This one-on-one interaction promotes involvement of both the home and the school, fosters mutual understanding of the student's progress, clarifies the student's strengths and needs, and allows for the exchange of information and ideas needed to strengthen and reinforce student performance. Conferences may be requested by parents or by teachers. Teachers are encouraged to maintain conference reports.

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

- PARENT/STUDENT COURSE INFORMATION GUIDES

Early in the school year, *Parent/Student Course Information Guides* are provided online for parents. These guides inform parents of the school's expectations, define what students will be learning, and identify the standards by which student progress will be assessed.

- PROGRESS REPORTS

Progress Reports are issued at the midpoint of each grading period for students, grades 1-5, according to School Board Regulation 5-28.1. At a minimum, students performing below expected levels, including students with Individualized Education Programs, should receive a progress report.

Teachers will use the electronic gradebook version of the Progress Report, which will be sent electronically to parents with an email address in the Student Information System. Paper copies will be provided for parents without an email address in the Student Information System.

- REPORT CARDS

Report cards shall be issued in accordance with the school calendar following the end of each grading period approximately every nine weeks. The dates of issuance are established each year by the division superintendent and published in each school's student-parent handbook. The purpose of elementary school report cards is to communicate formally to parents their children's performance on the grade-level instructional objectives taught during each of the four nine-week grading periods.

Parents return signed report card envelopes the first three grading periods to ensure that they have reviewed them. At the end of the year, a final report card copy should be placed in the student's cumulative folder. (School Board Policy 5-31)

- REPORTS TO NON-CUSTODIAL PARENTS

If the parents of a student are separated or divorced, both parents have the right to be informed of their child's progress in school unless forbidden by a court order on file in the principal's office. To receive written reports and notification of conferences, a non-custodial parent is to submit a written request with the principal. (School Board Regulation 5-10.2) In questionable situations, the principal is to seek the advice of the assistant superintendent or director for elementary education.

- STUDENT WORK SAMPLES AND OTHER FORMS OF COMMUNICATION

Throughout each grading period, teachers must send home representative samples of student work. Communication with the home should take the form of written notes, telephone calls, e-mails, and/or newsletters.

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

Parents and teachers are encouraged to maintain communication using a variety of formats including written notes, telephone calls, emails, newsletter (print or digital), and appropriate social media platforms. Parents can request face to face conferences with teachers according to availability outside of classroom hours, or in special circumstances during the school day when appropriate and reasonable classroom coverage accommodations can be made. In order to set the climate for high expectations for parental engagement the teachers will maintain a communication file for all students. This file will include, but is not limited to, phone conversations, letters, emails, person to person communication, and written communication through student planners. Teachers will maintain documentation of communication to be kept in a variety of formats.

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

College Park Elementary plans to build strong parental involvement through activities that will be coordinated with the following: PTA, School Planning Council, SCA, Partners in Education, Volunteers in Education, Family Engagement Parent Committee members, and the school's resources.

The plan will include activities that encourage families to become active participants in their child's education. This initiative will be accomplished through implementing the following activities and strategies:

- Fall Meet and Greet/Open House (Sept)
- Fall Book Fair (Oct)
- Family Engagement Nights (Literacy, Math, Science, History) -- (Oct, Nov, Jan, Feb)
- Parent Workshops including Muffins for Moms / Donuts for Dads
- Math/literacy kits for home-use
- Book Fair (March)
- Holiday Music Celebration Program (December)
- Candid Conversations about Race
- Reading Month in January to include interactive reading activities, a parade of book characters, and a multi-cultural author
- Quarterly Student Recognition Assemblies (parents will attend)
- VBCPS Parent Portal-sign and Schoology access
- Winter and Spring Music Programs (December, May)
- Regularly scheduled School Planning Council, and PTA Meetings
- Career Day
- Field Day

We promote the shared responsibilities of parents and educators for high student performance. Accordingly, below describes the mutual responsibilities for supporting student's attainment of high academic achievement.

Teacher Responsibilities

We, as teachers, will support students' attainment of high academic and social achievement by:

- Providing high quality curriculum and instruction including appropriate interventions and remediation
- Providing instruction in a supportive and safe environment conducive to learning and relationship building
- Scheduling and conducting regular parent-teacher conferences/meetings and be available to meet with parents/guardians
- Establishing and maintaining effective communication with parents and guardians
- Providing opportunities for parents to be engaged in their child's learning
- Participating in professional development to aid in planning, delivering and assessing high quality instruction

Parent Responsibilities

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

- Playing an active role in my child’s education, expressing high expectations and offering practice, praise and encouragement; read with your child and help with homework assignments
- Monitoring my child’s attendance, participation in out-of-school activities, and homework, ensuring that schoolwork has the top priority
- Participating in school family engagement activities as often as possible and request parent-teacher conferences when needed
- Staying informed on my child’s education by promptly reading all notices from the school or school division either received by my child or by mail and responding as appropriate
- Ensuring my child reads at least 20 minutes daily and signs a weekly reading log and practices math fluency facts (as appropriate by grade level) nightly using an online program, flashcards or other materials.
- Complete the Family Engagement Survey

Student Responsibilities

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

- Attend school daily and be ready to learn
- Complete all class work and homework assignments on time
- Respect your classmates and teachers, and obey classroom and school rules by following the PBIS expectations
- Read at least 20 minutes nightly and complete my reading log
- Practice math fluency facts nightly (as appropriate by grade level)
- Give to my parents or the adult who is responsible for my wellbeing all notices and information received by me from my school

Classroom Teacher/Title I Teacher Signature

Date

Parent/Guardian Signature

Date

Student Signature

Date