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**Fort Blackmore Primary School  
Dungannon Intermediate School  
Title I  
Parent Involvement Policy  
2021-2022**

**Note: Due to COVID-19 health safety protocols, many items in this plan are very different from previous years.**

- **Visitors are not permitted in the building at this time**
- **Social distancing guidelines currently do not allow special activities.**

Fort Blackmore Primary School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it in September of 2021. A list of committee members can be found in **Appendix A**. This policy was distributed at the September meeting, to parents of participating children, and to the extent practical, provided in a language the parents can understand. The policy is available to the local community in the assistant principal's office and on our school's website. If the Title I Part A plan is not satisfactory to the parents of participating children, Scott County Schools will submit parent comments with the application when this plan is submitted to the state. This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

### **Part 1: Policy Involvement**

Fort Blackmore Primary School / Dungannon Intermediate School will:

- (1) Convene an annual meeting in September, to which all parents shall be invited. The purpose of the meeting is to inform parents of their school's participation in Title I, to explain the requirements of Title I, and to explain the rights of the parents to be involved.
- (2) Offer a flexible number of meetings.
  - a. Parent Conferences will be held as needed through phone conference, Google meet, or in-person meetings.

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- b. Other meetings may be scheduled based on opportunities and needs that occur during the school year.
  - c. Parent dinners, usually occurring in November and December for Thanksgiving and Christmas will not be offered this year due to current COVID protocols.
  - d. A schedule of this year's activities can be found in **Appendix B**. Notices of these meetings are placed in the school newsletter to be sent home at the end of each nine weeks with each student's report card, and on the Scott County web site.  
\*Activities are not allowed this school year due to COVID restrictions.

*For email communication do the following:*

Scott County Public Schools webpage ([scottschools.com](http://scottschools.com)) Click faculty contacts on the right side of the screen.

Click Fort Blackmore Primary or Dungannon Intermediate on the left side of the screen.

Click the employee's email with whom you choose to communicate.

- e. Teachers, administrators, and staff are available for meetings during a teacher's planning time and before or after school. Parents are encouraged to contact the school to schedule a meeting at their convenience. If parents are unable to meet through telephone conference, Google meet, in-person at school, we will arrange another location. If parents are unable to attend scheduled meetings, we will send home any possible information as requested.

(3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I Part A program including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan.

- a. Revisions, based on public comment, will be made during the month of September 2021.
- b. The final version will be presented for public comment in October 2021. If the Title I plan is not satisfactory to the parents, Fort Blackmore Primary/Dungannon Intermediate will submit any parent comments with the application to the local educational agency.

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c.. Parent satisfaction surveys are sent home twice a year. The responses are used to make modifications in the annual plan as deemed appropriate by the planning committee.

d. The Title Plan is available on the schools website and also located in the Asst. Principal's office with comment forms that parents can use to anonymously make comments and suggestions throughout the school year. These comments are reviewed at planning team meetings and considered as part of the needs assessment process.

(4) Provide parents of all students:

a. timely information about Title I programs through notes sent home with students, school newsletters (4 times per year), parent- teacher conferences as requested by teachers and/or parents.

b. a description and explanation of the curriculum in use at school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet. Fort Blackmore Primary School strives to provide ALL students with the best curriculum possible in the four (4) core academic programs. Instruction is designed to meet the needs of all students and is differentiated based on individual needs. A brief description of the instructional programs used follows.

Houghton Mifflin Reading and English series is used in grade three. The Superkids reading program is used in grades K, 1, and 2.

Rooted in Reading program is used as a supplement to Superkids for grades 1-3.

These programs are designed to meet the diverse learning needs of the individual student by providing practice in the application of skills and strategies, providing small-group instruction, and meeting state standards. In third grade, reading and writing skills support an increased emphasis on information analysis, literacy comprehension and literary analysis, information comprehension, content-area learning, and utilization of the resources of the media center, especially to locate and read primary sources of information.

The EnVision Math series is used in grade three. It offers students research-based approaches in a highly accessible format so all students can reach grade-level success and beyond. High-interest activities engage students in research-based lessons focusing on best practices. Math Expressions is the instructional math program used in grades K-2. Differentiated instruction is used to address the needs of all learners in grades K-3.

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In grade 3, the Harcourt social studies program is designed with content that meets Virginia's state standards. Extensive built-in reading and vocabulary instruction helps students become proficient in reading. This program utilizes multiple resources to provide for different learning styles and differentiates instruction to meet the needs of all learners in the classroom. Instruction is designed to enable students to experience success with nonfiction selections that support content-area instruction and improve social studies understanding. Third grade instruction is supplemented with teacher created materials and the Five Ponds social studies series. Grades K-2 also utilize teacher created materials and the Five Ponds series.

In grades 2 and 3, the McGraw Hill science series is designed to foster an understanding of science concepts and development of inquiry skills with this exciting and accessible standards-based program. Enrichment activities are designed to ensure skills mastery in the Virginia Standards of Learning. Guided and independent inquiry is used in many lessons. Increased learning with integrated reading strategies, math skills, and writing practice in every lesson and chapter review leads to cross curriculum instruction and learning. Grades K and 1 use teacher created materials and the Five Ponds series.

Houghton Mifflin Reading and English series are used in grades 4<sup>th</sup> and 5<sup>th</sup>.

Holt Reading series are used for grade 6<sup>th</sup> and 7<sup>th</sup>. The series is designed to meet the diverse learning needs of the individual student by providing practice in the application of skills and strategies, providing small-group instruction, and meeting state standards. In fourth through seventh grades, reading and writing skills support an increased emphasis on information analysis, literacy comprehension and literary analysis, information comprehension, content-area learning, and utilization of the resources of the media center, especially to locate and read primary sources of information.

The *Envision Math from Pearson* is used for 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. It offers students research-based approaches in a highly accessible format so all students can reach grade-level success and beyond. High-interest activities engage students in research-based lesson plans focusing on best practices. Differentiated instruction is used to address the needs of all learners. Technology tools for lesson planning, intervention, and assessment are utilized for effective teaching.

The Houghton Mifflin, Macmillian-McGraw, and Glencoe Social Studies programs are designed with a Core/Extend organization with readable, accessible content that meets Virginia's state standards. Powerful built-in reading and vocabulary instruction helps students become proficient in the content area reading. These programs use easy-to-use multiple resources to provide for different learning styles and differentiate instruction to meet the needs of all learners in the classroom. Instruction

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is designed to enable students to experience success with fascinating nonfiction selections that support content-area instruction and bolster social studies understanding.

The McGraw Hill and Prentice Hall science series is designed to foster an understanding of science concepts and development of inquiry skills with this exciting and accessible standards-based program. Enrichment activities are designed to ensure skills mastery in the Virginia Standards of Learning. Guided and independent inquiry is used in many lessons. Increased learning with integrated reading strategies, math skills, and writing practice in every lesson and chapter review leads to cross curriculum instruction and learning.

Assessment includes SOL practice testing, Interactive Achievement, *Coach*, quarterly benchmark tests, and a variety of teacher designed assessments to determine a student's achievement. Individual student assessment results are provided to parents through daily homework folders, progress reports, scheduled parent-teacher conferences, Powerschool, and meetings as requested. Assessment data is available to the public through the annual school's report card available at the Virginia Department of Education website. This information is also available upon request from the school office. Individual student reports are sent to parents every 4 ½ weeks and 9 weeks. The mid-nine week report and nine week reports, are to be signed by parents and returned to individual teachers.

c. Fort Blackmore Primary School/Dungannon Intermediate School believes that parents are an important part of their child's education and makes every effort to involve parents by responding to parental requests, providing opportunities for regular meetings to formulate suggestions, and to participate, as appropriate, in decisions relating to the education of their children. Fort Blackmore Primary School/Dungannon Intermediate School will then respond to any suggestion as soon as possible. Parents are encouraged to contact the school by phone, email, or written correspondence. Meetings with individual teachers can be scheduled during the teacher's planning period and before or after school based on the needs of the parents. Fort Blackmore Primary School/Dungannon Intermediate School requests that the teacher, principal or principal designee, parent, and the child (if appropriate) be present at any meeting. Fort Blackmore Primary School/Dungannon Intermediate School maintains an open door policy and values the close relationship between the school and the community.

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(5) If the school-wide program is not satisfactory to the parents, parent comments will be attached to the plan when it is submitted to the local educational agency. The school wide plan and response forms are available in the school library. Parents are encouraged to review the plan and make comments or suggestions. These comments and suggestions are considered for revision of the plan by the schoolwide planning team. Unsatisfactory comments will be submitted to the LEA with the plan.

## **Part II: Shared Responsibilities for High Student Academic Achievement**

### **School-Parent Compact**

Fort Blackmore Primary School, Dungannon Intermediate School, parents of the students participating in activities, services, and programs funded by Title I Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the school staff, and students will share the responsibility for improved student academic achievement. The School-Parent compact will be sent home at the beginning of school in September along with other forms to be filled out and returned to school.

This school-parent compact is in effect during the 2021-2022 academic school year.

### **School Responsibilities**

Fort Blackmore Primary School/ Dungannon Intermediate 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:
  - Teachers submit weekly lesson plans that are checked by the principal and assistant principal to ensure that all instruction is aligned with Virginia SOLs.
  - Computer program aided instruction includes: Interactive Achievement and various SOL Practice programs.
  - All teachers are certified and highly qualified in their current teaching assignment.
  - Remediation Specialist Support is provided by the Title I teacher and Title I assistant. The Title staff uses individualized/small group instruction to help reinforce skills introduced in the regular classroom. The Title I teacher also goes into the

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classroom and monitors student progress through observation and questioning methods.

- Ongoing professional staff development focuses on data collection and analysis. High quality staff development is designed to be rich in content and is specifically chosen to deepen and broaden the knowledge and skills of teachers, principals, administrators, and other key education staff based on substantive, well-defined objectives. Meeting staff development needs is an ongoing process, and programs may be designed based on demonstrated student, school, or teacher need throughout the school year
- Fort Blackmore Primary School/Dungannon Intermediate School provides parents with access to the county discipline policy. This can be found in the student handbook provided to each student at the beginning of the school year.
- The school/teachers will communicate with parents about situations within the school in a timely manner. When an incident occurs, parents will be contacted that day to make them aware of the situation.
- Student safety is enforced by having every visitor being buzzed in, signing in at the office and receiving a visitor's pass that must be carried at all times. Cameras are installed throughout the school to provide monitoring of hallways and outside entrances. Also, a camera buzz in system has been added to the front entrance. Also, before any person may volunteer, he or she must submit to a background check.
- An emergency plan is in place for each classroom. Students are made aware of these procedures through monthly fire drills, lockdown drills, tornado drills, and bus evacuation drills.
- Students are not released from school to unauthorized persons. If there is any question regarding the identity of the visitor, parents are called, and proof of identification is required. Also, students are asked to bring a note to the office outlining any changes that occur in their routine.
- Zero tolerance policies are in place for bullying, drugs, alcohol, and weapons. A copy of these policies is sent home in the student handbook at the beginning of each school year.
- A copy of the privacy policy is also sent home at the beginning of each school year with every student.
- The school has a guidance counselor available one day per week to help students with any concerns that may arise that could affect their learning.
- A nurse is available to care for student illness and needs. Parents will be contacted by phone or letter if there is a concern deemed necessary by the nurse.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

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- Conferences will be held in October and March. These conferences may be held in the child's classroom so that each parent may have an opportunity to meet and speak with their child's teacher.

- Parent teacher conferences may be held at the parent's request at a time and location convenient for parents.

3. Provide parents with frequent reports on their child's progress.

- Progress reports will be sent home in the middle of each grading period. (Approximately every 4 ½ weeks)

- Report cards will be sent home one (1) week after the end of the every nine weeks. (October, December, March). These dates are subject to change due to weather and other unforeseen circumstances.

- Parents are contacted if students are failing to succeed in the classroom. Teachers contact parents through phone calls and letters home.

- Conferences are scheduled when the mid-nine weeks reports go home. If there is a problem, teachers ask parents to come in and talk with them about their child's progress. These conferences may include the classroom teacher, Title I teacher, the principal, the guidance counselor, the special education teacher, and other pertinent staff.

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

- Staff will be available to consult with parents in personal conferences if needed. Consultation may also be available through phone conferences, e-mail communication (scottschools.com), and written correspondence.

- Teachers will be available at specific times throughout the school day. Conferences can be scheduled during a teacher's planning period. Also, conferences can also be scheduled before and after school.

- Teachers will make parents aware of their scheduled planning time so that parents will know the best time to reach them.

- To the extent possible, "non-English" speaking parents will have access to forms in their native language as well as access to a translator if necessary.

- If parents are unable to come to the school for meetings, home visits will be arranged.

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

- Parents and visitors are welcome to visit the school and classroom if their presence does not cause any disruption to the school environment. All visitors are required to sign in at the office, share the purpose of their visit, and receive



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a visitor's pass. Visitors are also asked to sign out when they leave.

- We encourage all parents to volunteer at some point during the school year.
- For the safety and security of all our students, all volunteers and chaperones must undergo a background check. Background checks are accepted as long as they have been completed within the last two (2) years.
- Parents are invited to school events throughout the year. These events include Grade K Orientation, Open House, Thanksgiving and Christmas lunch, and Awards Day. Event dates will be posted in the school newsletter, which is sent home at the end of each nine weeks, and in notes sent home prior to the event. A projected event calendar for the 2021-2022 school year is included in **Appendix B**.

## **Parent Responsibilities**

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

Monitoring attendance by checking the number of days missed on mid nine weeks reports as well as nine week reports. I will contact the school if I do not think the report is correct. Seek advice and assistance from school and/or community services if attendance becomes a problem. Also, abide by the school's attendance policy by sending notes or doctor's excuse when applicable.

Making sure that homework is completed by checking assignments nightly.

Schedule a time for homework. Provide my child with a well lit, comfortable location to study. Ask questions about what they are learning.

- Monitoring the amount of television watched and video games played.
- Setting a reasonable bedtime so my child is well rested and refreshed each morning.
- Encouraging my child to eat breakfast at home or at school.
- Setting high but reasonable expectations for my child.
- Reading to my child daily.
- Practicing basic math facts.
- Volunteering in my child's class/school. I will read newsletters and notes sent home about opportunities available.
- Participating, as appropriate, in decisions relating to my child's education. I will attend parent/teacher conferences, and call the teacher or principal when I have questions.
- 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 and responding appropriately.

- Serving, to the extent possible, on policy advisory groups such as being the Title I Part A parent representative on the school's annual plan team, the 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.

## **Student Responsibilities**

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

- Consistently complete my homework each night.
- Study for tests.
- Ask for help with my homework as needed.
- Read at least 30 minutes every day outside of school.
- Show my parents or guardians all notices and information that is sent home from the school.
- Talk to my parents or guardians about what I am learning in school.
- Do my best work in class and listen to my teacher's daily instruction.

School	Parent(s)	Student
Date	Date	Date

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## **Part III. Building Capacity for Involvement**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Fort Blackmore Primary School and Scott County Schools assisted under this part:

1. Shall provide assistance to parents of children served by Fort Blackmore Primary Schools and Scott County 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 by small group presentations, and the opportunity to meet with teachers at open houses. Teachers are available to meet with individual parents throughout the year. Teachers will also monitor each child's progress and work with educators to improve the achievement of each child through parental contact with struggling students at the end of each mid-nine week grading period either by phone or personal conference. Reminders of these monitoring opportunities are communicated in school newsletter (each nine weeks) and in notes sent home with students prior to the scheduled meetings. Also, a copy of the student's individual Standards of Learning report will be sent home as soon as the school receives this information. An explanation of reading and interpreting the scores is included with the scores. Parents may access copies of the School

Report Card and an explanation of the results by visiting the

Department of Education website at <https://plpe.doe.virginia.gov/reportcard/>

Parents are encouraged to contact the school if they have any questions.

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 parental involvement. FBP will inform parents and parental organizations of the purpose and existence of the Regional Adult Education Center, a local center for information, resources for parents, and outreach. This will be done through fliers, school newsletter, and the school's web site. To improve effective parental involvement parent surveys will be sent home in September. The school newsletter contains authentic suggestions for assisting your child with homework and learning activities. All activities support the Standards of Learning, parenting skills, and activities for supporting students during the summer.

3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and usefulness of contributions of parents. FBP will continue to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

FBP will use parent surveys as a source to educate teachers and staff about strengths and weaknesses in building ties between the school, parents, and the

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community. After analyzing the response from our parent surveys, suggestions are provided to teachers and staff targeting specific strengths and weaknesses that have been noted by our parents. During the summer, all FBP staff are provided with intensive diversity training which targets ways to communicate with the community and our parents, on how to report suspected child abuse and neglect, in issues surrounding truancy to support families, and in ways to meet with parents for conferences, workshops, and partner education activities.

4. Since FBP does not house a pre-kindergarten class, but instead has grades K-3, a grade K and new student orientation is held in August for parents of incoming kindergarten. Parents are invited through letters mailed home and postings in local businesses.

5. 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 practical and in a language that parents can understand. All activities are sent home to parents in the school newsletter, notes from the teacher, and posted on the school's website. The parent newsletter and parent meetings have alternate formats upon request, which includes interpreters for ESL and the hearing impaired, and altered formats of written documents complete in the requested language.

6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

a. Parent requests are addressed as soon as possible and resolved through phone calls, conferences, or notes.

b. The school library is open and staffed for student activities during regularly scheduled parent involvement activities and other activities as necessary and practical.

c. We work with adult education programs, United Way, RADA, community and civic clubs, and social services to help families that may request assistance that is not provided through the school system.

d. We arrange in-home conferences between teachers or other educators who work directly with participating children and with parents who are unable to attend such conferences at school in order to maximize parental involvement and participation.

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## **Part IV. Accessibility**

Fort Blackmore Primary/Dungannon Intermediate, to the extent practical, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in a format that is practical and in a language that parents can understand.

FBP/DIS personnel work closely with the Title III coordinator, ESL educational personnel, the local migrant worker liaison, the Title I Part A supervisor, IDEIA (Title VI Part B) supervisor, and 504 compliance officer to insure that:

- the English literacy level and home language of the ESL child's parents are identified. This is done through the home language survey that has been completed on each student and is completed by all entering students.
- we provide a means of making written and oral communications understood.
- This usually takes the form of written notifications translated into the parent's home language, home visitation supported by community members who can effectively communicate with the family, higher education establishment foreign language departments, foreign language teachers in neighboring counties, or working via the internet with translators.
- parents with disabilities that present challenges to fully participate in school activities are identified.
- combine resources from above funding sources to fund and utilize resources minimizing these challenges
- including but not limited to contracts with ASL interpreters, contracting for transportation, home visitations, helping parents locate needed services from related service providers, and working with community service volunteers.

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# **Appendix A**

Fort Blackmore Primary School  
Title I School Planning Team  
School Parent Involvement Policy Planning Team

## **TITLE 1 SCHOOLWIDE PLAN TEAM** **2021-2022**

Jennifer F. Meade, Principal

Kari White, Assistant Principal

Kara Pippin, Classroom Teacher

Lindsey Stapleton, Classroom Teacher

Lenora Dingus, Classroom Teacher

Amy Morefield, Special Education Teacher

Gena Quillen, Paraprofessional Sp. Ed.

Penny Osborne, Custodian

Claire Ross, Parent

Kim Chaffin, Parent

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## **Appendix B**

### Fort Blackmore Primary School Calendar of Events

**Note: Due to COVID-19 health safety protocols, many items in this plan are very different from previous years.**

- **Visitors are not permitted in the building at this time.**
- **Social distancing guidelines currently do not allow special activities.**

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## **Appendix C**

Fort Blackmore Primary School/Dungannon Intermediate School

### **Classroom & School Rules**

1. Be on time and prepared for class.
2. Be respectful to self, others, and school property.
3. Listen carefully and follow directions.
4. Do not cause class disruptions.
5. Be kind with your words and actions.



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# Title 1 Comment Forms

Date \_\_\_\_\_

Suggestion for Title I Plan:

Comments about the Title I Plan: