



# Richmond High School for the Arts Title I Parent and Family Engagement Policy

## Part I – School Parent and Family Engagement Policy

Richmond High School for the Arts is committed to working together with our families to create, review, and update our Parent and Family Engagement Policy. Once the policy is complete, it will be shared with all families of our students and made accessible to the entire community.

Richmond High School for the Arts will communicate this policy and related information through the following ways:

- The annual Title I meeting, which provides families with important information about the school's Title I program, rights, and opportunities for involvement.
- Sending important updates and information to families using **Parent Square** in the primary language specified by the family.
- Sending printed event flyers home with students as friendly reminders about upcoming activities and important dates.
- Posting **QR codes** with event invitations in the school building, on the school website, and on flyers for easy access.
- An annual end-of-year parent survey designed to gather meaningful feedback on current practices and identify opportunities for improvement.

### Annual Meeting and Program Explanation

To ensure that all families fully understand and can participate in our Title I program, Richmond High School for the Arts will hold an **Annual Meeting** at a time convenient for parents. During this meeting, we will clearly explain our school's Title I status, outline the program requirements, and describe parents' rights and opportunities for involvement.

Richmond High School for the Arts will communicate and coordinate this meeting by:

- Holding **Title I Back-to-School Nights** to share essential program information with families.
- The Annual Meeting is generally held in early September, within the first two weeks, to provide parents with information on PFE policies and opportunities.
- Communicating important updates and notices to families through **email** and **Parent Square**.
- Ensuring interpretation and translated materials are available to support our linguistically diverse families.
- Organizing **Community Walks and Pop-ups** to share information and connect with our community members.
- Collaborating with the PTA to share information, updates, and opportunities for family involvement.

### Flexible Opportunities for Engagement

Richmond High School for the Arts is committed to offering flexible and accommodating opportunities for parent engagement. Meetings will be scheduled at various times, including mornings and evenings. When possible and supported by Title I funds, Richmond High School for the Arts will provide services like transportation, childcare, or home visits to help families attend.



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Flexibility and support will be ensured through:

- Offering events at times that work with parent schedules, including **during** and **after the school day**.
- Utilizing teacher support to help **provide childcare** for events, making it easier for parents to attend.
- Providing **transportation, home visits, and childcare** for events as needed, based on referrals and observations from school staff.
- Making accommodations based on **verbal or written requests** that are actively collected from parents.
- Provided **Language support services** to ensure families receive information in their native language.
- Posting signage outdoors during events to clearly **guide parents to the location**.
- **Offering virtual attendance** as an option for families who cannot attend in person.

### Continuous Planning and Improvement

Parents will be actively involved throughout the year in planning, reviewing, and improving Richmond High School for the Arts Title I plan, including the requirements outlined in Sections 1112, 1114, and 1116.

This ongoing involvement will occur through:

- **Annual and periodic Parent Feedback Surveys** administered to capture family perspectives on the use of Title I funds, including PFE funds. Parents are also encouraged to share ideas on events and needs.
- **PTA** monthly meetings to discuss and share family interests, needs, and ideas for Parent and Family Engagement (PFE) events.

### Support for Families of English Learners

To support our families of English Learners, Richmond High School for the Arts will implement effective outreach and provide information in languages and formats that are easily understood by parents. These efforts will help families actively participate in their child's education and assist their children in attaining English proficiency, achieving at high levels, and meeting State academic standards.

Outreach will be carried out by:

- Hosting **WIDA Nights** to share information specific to supporting English Learners.
- Utilizing language support services include the **Synchroz language line** for immediate assistance.
- Accurately translating flyers, notifications, and providing interpretation.
- Providing language support during **Parent-Teacher Conferences** and **school tours**.
- Disseminating important information to parents and guardians through **calls and text messages**.



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### Timely Information and Accessible Meetings

Richmond High School for the Arts will ensure that parents receive timely information about Title I programs, along with clear explanations of Richmond High School for the Arts curriculum, academic assessments, and expected proficiency levels. Upon request, parents will be offered opportunities to meet regularly, share suggestions, and collaborate in decisions related to their child's education. Richmond High School for the Arts will respond promptly to all parent input.

These commitments will be fulfilled by:

- Providing **information** to families to explain our reading curriculum.
- Sharing **Title I pamphlets** in multiple languages during school events.
- Hosting **SOL Nights, WIDA Nights, Title I Nights, and Literacy Events** to explain academic standards and assessments.
- **Educational resources** are sent home with students and given to parents during events to support learning at home.
- Our **LIEP (Language Instruction Educational Program) team** provides information for testing and language support.
- Monthly newsletters to keep families informed about school news, events, and important updates.
- **Parent-teacher conferences held twice** per year to discuss student progress and support learning.
  
- **Interim reports and report cards** to provide families with ongoing feedback on academic performance.

### Submission of Unsatisfied Comments

If parents are not satisfied with the schoolwide program plan, their comments will be collected and submitted to the Local Educational Agency (LEA) upon sharing the plan.

Richmond High School for the Arts will uphold this requirement by:

- Administering **school satisfaction surveys** annually.
- Using **exit tickets** during PFE events to gather immediate feedback.
- Capturing parent feedback via a secure **drop box**.
- RHSA will uphold an open-door policy, inviting families to meet with administration if they have questions, concerns, or feedback regarding the schoolwide program plan.
- Gathering informal feedback during school pick-up and drop-off times.

## Part II – Building Capacity for Parents and Staff

To ensure the effective involvement of parents and to support a strong partnership among Richmond High School for the Arts, parents, and the community to improve student academic achievement, each school and LEA must engage families and staff in activities that build capacity.

### Understanding Standards and Monitoring Progress



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Richmond High School for the Arts will assist parents in understanding the challenging State academic standards, how to monitor their child's progress, and how to work collaboratively with educators. These efforts will include providing guidance, resources, and opportunities for parents to engage directly with staff and students, and will be carried out through:

- Hosting **SOL Carnivals, Literacy/Math Nights, Parent-Teacher Conferences, Enrollment Events, Open House/Back-to-School Night, Specialty School Interest Meetings, and Child Find Meetings.**

### Supporting Learning at Home

To further support families, Richmond High School for the Arts will provide materials and training to help parents work with their children at home. This may include literacy instruction, technology training, and guidance on responsible digital practices, including the harms of copyright piracy.

Resources and training will be offered through:

- Dedicated **Title I Math Night.**
- Dedicated **Title I Literacy Night.**
- Providing take-home materials during Title I events to enhance at-home learning, ensuring families have access to strategies and resources that reinforce academic progress.
- Sharing relevant resources from the VDOE website to support families and inform them about state guidance and supports.
- Utilizing **interactive parent logs** to track and support learning activities.

### Staff Professional Development

Richmond High School for the Arts will also provide professional development for teachers, specialized instructional personnel, and other staff to increase understanding of the value of parent engagement and the essential role of families and communities in promoting student achievement.

Staff development will include:

- **Regular Professional development meetings** that focus on effective family engagement practices, including strategies for building positive relationships with families and fostering meaningful two-way communication.
- **Monthly staff meetings** that highlight family engagement updates, share best practices, and offer ongoing support for strengthening school-home partnerships.
- Schoolwide departmental representation in planning family engagement activities to ensure that events and initiatives reflect the needs, perspectives, and expertise of all academic areas.
- **Data-centered outreach**, using student performance data, family feedback, and schoolwide trends to inform engagement efforts and tailor support for families.

### Coordination and Integration

Parent engagement efforts will be coordinated and integrated with other federal, state, and local programs, including public preschool programs. Additional initiatives, such as parent resource centers, will be conducted to encourage and support meaningful family participation.



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Coordination and implementation will occur through:

- Hosting **School Resource Fairs/Tables** during school events to connect families with community programs.
- Sharing program information during **PFE / Title I events**.
- Posting resource information and flyers in the **front office**.
- Utilizing and promoting the **OurBlock Resource Center**.

### Accessible Communication

Richmond High School for the Arts will ensure that information about programs, meetings, and other engagement activities is provided to parents of enrolled children in formats and languages they can understand, to the extent practicable.

Communication and outreach will be maintained through:

- **Parent Square** communications (including videos and voice notes), **teacher calls**, **Synchro** language support, **flyers**, **translators**, social media posts in **English and Spanish**, and **newsletters**.

## Part III – School-Parent Compact

Richmond High School for the Arts and the parents of enrolled children agree to share responsibility for student learning and to build a strong partnership that helps children meet the State's high academic standards.

### School Responsibilities

Richmond High School for the Arts will provide high-quality instruction, hold conferences, communicate student progress, make staff accessible, provide volunteer opportunities, and maintain two-way communication.

We will accomplish this by:

1. **Providing high-quality curriculum and instruction** in a supportive learning environment, including:
  - Communicating the school's **Parent Volunteer Policy** through Parent Square to ensure families are aware of opportunities to support school programs, performances, events, and classroom activities.
  - Providing families with access to the **Richmond Public Schools (RPS) curriculum guide**, which outlines learning objectives, academic standards, and course expectations for each high school subject area.
  - Providing parents and students with take-home SOL resource packets, practice materials, and digital tools that reinforce classroom instruction.
  - Hosting interactive workshops where families can learn strategies to support students' test preparation, academic organization, and time management.



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- Continuously updating materials to reflect current academic standards, technological advancements, and best practices in secondary education.
  - Making curriculum documents accessible through multiple formats (print, digital, and translated versions) so all families can stay informed and actively support student learning.
2. **Holding parent-teacher conferences** at least annually to discuss the compact and student achievement, through:
- Collaborating with families to complete an individualized **Engagement Plan**, which outlines how families and staff will work together to support the student's academic development.
  - Hosting **Parent Planning Parties**, these are interactive events where families can connect with teachers and staff to coordinate conference schedules and learn about available resources.
3. **Providing parents with frequent progress reports**, through:
- Offer open access to counselors, assistant principals, and support staff who are available to answer questions, address concerns, and provide guidance on academic and personal matters.
  - Provide ongoing communication through various channels, including phone calls, emails, ParentSquare messages, and virtual meetings, to keep families informed of student progress, behavior, and opportunities.
  - Sending Progress Reports every 4.5 weeks.
  - Holding parent-teacher conferences as requested by the parent.
  - Conducting individualized meetings to support students with special needs, including **Individualized Education Program (IEP)** meetings, **504 plans**, and **English Learner (EL)** support sessions.
  - Implement **tiered intervention meetings** for students requiring additional academic or behavioral support, ensuring timely and targeted assistance.
  - Quarterly Report Cards and Interims
4. **Providing parents with reasonable access to staff for consultation**, through:
- Parent Square, newsletters, emails, text messages, and calls.
  - **Open Door Policies:** Encouraging parents and caregivers to reach out and schedule time with teachers, counselors, and administrators for questions, concerns, or discussions about academic and personal growth. Staff will strive to be responsive and approachable to families.
  - **Caregiver Conferences:** Holding regularly scheduled conferences, including formal parent-teacher meetings and informal check-ins, to review student achievement, goals, and challenges.
  - **IEP, 504, and ELL Support Meetings:** Offering individualized meetings for students with special education needs, 504 accommodations, and English Language Learner (ELL) services to review plans, adjust supports, and engage families as active partners in decision-making.
5. Providing opportunities for parent volunteering and classroom participation, through:
- **Classroom Observations:** Offering structured opportunities for parents to observe classes, rehearsals, or workshops, providing insight into their student's learning and



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artistic development. Observations are scheduled to respect instructional time and maintain a positive learning environment.

- **PTA/PTO Membership:** Encouraging parents to join the Parent-Teacher Association (PTA) or Parent-Teacher Organization (PTO) to collaborate on school initiatives, advocacy, and volunteer activities that enhance the arts program and overall student experience.
  - **Adopt-a-Teacher/Classroom Opportunities:** Creating programs where parents can support teachers and classrooms through volunteering, providing resources, assisting with special projects, or helping coordinate events, thereby strengthening the partnership between families and educators.
  - **Special Volunteer Programs:** Providing unique opportunities such as the **Lunch Buddies** program, where parents and caregivers can build positive, supportive relationships with students and staff during lunch periods.
  - **Chaperoning Field Trips and Events:** Inviting parents to serve as chaperones for off-campus learning experiences, arts performances, competitions, and cultural excursions, helping to ensure student safety and enrich engagement outside the classroom.
6. Ensuring two-way, meaningful communication in a language families can understand, through:
- **Multilingual Accessibility:** Ensuring that communications, whether digital or print, are available in the primary languages spoken by families in the school community to guarantee understanding and participation.
  - **Accessible Two-Way Communication Channels:** Encouraging families to ask questions, provide feedback, and engage with teachers, counselors, and administrators through emails, phone calls, digital platforms (like Parent Square), and in-person meetings.
  - **Consistent Timely Notifications and Updates:** Sharing important school and district information in a prompt and consistent manner, including alerts about events, academic progress, policy changes, and opportunities for family involvement.
  - **District and School Websites:** Providing up-to-date information about academic programs, school policies, events, schedules, resources, and student supports in clear, accessible language. Websites serve as a primary platform for families to stay informed and access important documents, curriculum guides, and announcements.

### Parent Responsibilities

Parents will support their children's learning by monitoring attendance, ensuring homework completion, promoting positive use of extracurricular time, volunteering, participating in educational decisions, staying informed, and communicating with Richmond High School for the Arts

Parents will fulfill these responsibilities by:

- Encouraging strong study habits, time management, and personal accountability for completing assignments, projects, and long-term coursework.
- Monitoring student performance through school-provided digital platforms (e.g., Parent Square) to stay aware of academic progress and missing work.
- Supporting students during major assessment periods, including SOL testing and college-readiness exams.



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- Ensuring that students attend school daily and arrive on time to all classes and school-related activities.
- Attending scheduled Parent–Teacher Conferences, End-of-Course/Retention Meetings, and intervention meetings if academic or attendance concerns occur.
- Maintaining regular communication with teachers, counselors, administrators, and support staff to stay informed about student progress, behavior, and opportunities.
- Serving as a parent representative on the District Parent Council or school committees when possible.