

# MASTER/TITLE I Parental Involvement Policy

# I. Statement of Purpose

This policy has been established to help promote a strong partnership between home and school which will benefit the child by emphasizing the importance of education.

## II. Parent Notification

Parents of children who have been referred to MASTER/TITLE I Program will be notified in writing by the classroom teacher and receive a copy of the *MASTER/TITLE I Reading Resource Program and Your Child* in a timely manner.

Parent input will be solicited in this process. If the child is selected, the parent will receive a letter of notification from the coordinator and will be asked to share responsibility in helping to promote student achievement. In adherence to MASTER/TITLE I Reading Program guidelines, parents are request to sign a school-parent contract (compact) which outlines the responsibilities of each party.

### III. Annual Parent Meetings

Parents of participating children will receive written notification of an annual parent meeting to be held at their child's school. This meeting will be an orientation session for parents, giving them the opportunity to learn more about the program and ways they can become involved, such as through the Parent Advisory Council.

## IV. Parent Advisory Council(s) (PAC)

The MASTER/TITLE I Reading Program shall have a Parent Advisory Council (PAC) which meets three times during the year and includes parents (a majority of whom are MASTER/TITLE I Reading Program parents), a teacher and an administrator. Responsibilities include discussion of the framework of the MASTER/TITLE I Reading Program and developing strategies to involve more parents. Meetings will be held at times convenient to parents.

All parent meetings will be held at a facility believed to be accessible to persons with disabilities. Any person with questions on accessibility or who needs special services must notify the principal of the school his/her child attends five administrative days prior to a meeting.

## V. Parent Liaison

A parent liaison (Curriculum Specialist) will work with parents and in consultation with Title I principals, teachers, and the Title I coordinator to plan and implement parental involvement activities at the school level and division wide as appropriate. This collaboration is designed to increase academic achievement so that all students meet the high-performance standards of Virginia.

## VI. Communication/Dissemination

The classroom teacher in collaboration with the MASTER/TITLE I Reading teacher will keep parents informed in a timely manner of their expectations, objectives, and the progress of the child through conferences, notes and/or telephone calls as well as through formal progress reports.

The MASTER/TITLE I Reading program is designed to supplement the curriculum in the classroom. The classroom teacher, MASTER/TITLE I Reading teacher and school administration will work together in keeping parents informed of curriculum developments, assessment results, parent workshops, PTO meetings and other parent activities.

The MASTER/TITLE I Reading Program Office will work with preschool programs to coordinate activities by sharing information about MASTER/TITLE I Reading Program services with parents during kindergarten registration in the spring, inviting them to make on-site visits, providing dissemination materials, and extending invitations to activities which apply to the preschool program staff and/or parents.

In addition, the MASTER/TITLE I Reading Program will provide dissemination about the program and parent activities through news releases, newsletters and/or written notifications.

## VII. Parental Involvement in Program Development

The MASTER/TITLE I Reading Program values the input of parents and encourages their participation and involvement by providing many different avenues for this to occur. Parents of children participating in the MASTER/TITLE I Reading Program will be involved in the development of the Local Education Agency (LEA) plan and individual school plans, the review of the program and the assessment of parent activities. In addition, parents can be come involved through organizations such as the school PTO and/or PAC. Parents are also invited to attend School Board meetings.

Information gathered from these processes and groups will be used in improving the program and tailoring it to better meet the needs of students, parents, and teachers.

## VIII. Statement of Non-Discrimination

The Culpeper County School Board does not discriminate on the basis of age, gender, religion, disability (as required by HEW Regulation 504/ADA), race, color or national origin in admission or access to or treatment or employment in its programs and activities. If there are questions, please contact the School Board at 825-3677