

WATERLOO CENTRAL SCHOOL DISTRICT

PARENT INVOLVEMENT POLICY

Revised June 2011

PROGRAMS AND PROJECTS FUNDED BY TITLE I TITLE I/AIS PARENT INVOLVEMENT POLICY

The Waterloo Central School District Title I/AIS schools recognize the rights of parents/guardians to be fully informed of all information relevant to their children who participate in the Title I/AIS Programs. The Waterloo Central School District schools recognize a strong, positive connection between parental involvement and student success. The district level policy ensures parental involvement in Title I funded programs and projects by:

Parent/School Compact

The development and review of a Parent/School Compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement. It shows the actions by which each Title I/AIS funded schools and parents build and develop a partnership to assist students in the achievement of New York State standards.

Selection/Exit of Student Participants

All Waterloo Central School District students who score below the State Reference Point on NY State assessments or a designated level on local district assessments qualify for Title I/AIS supplemental instructional support services. Teacher recommendation also determines eligibility for Title I/AIS services. Specific criteria for qualifying students are outlined in the Parent's Resource Guide.

Students exit Title I/AIS funded programs when they score above state reference points on State assessments or have met certain levels of performance on local criteria. Title I/AIS funded teachers in consultation with classroom teachers and parents determine that Title I/AIS services are needed or no longer needed.

Parent/Guardian Notification

Notification of Parent/Guardians of their child's participation in the Title I/AIS program begins with a formal letter of notification signed by the school principal or his/her designee. Letters of notification are sent when it is determined that Title I/AIS services are needed or no longer needed. Contained in the parent/guardian notification letter are reason(s) for the child's selection to participate, objective for the services, and suggestions on how parents can assist. Further communication with parents will be done through student progress reports four (4) times per year. Monthly newsletters are sent to parents that promote at home learning by providing ideas and activities to promote literacy. Printed materials such as brochures and booklets are also available.

Annual Meetings

The Title I/AIS teachers convene an annual parent meeting in each building during September or early October. All parents/guardians of participating children are invited to attend by written invitation mailed to their homes. The annual parent meeting takes place on the evening of each building's Open House. The annual meeting may be scheduled prior to or during the officially scheduled time of the schools' Open House.

At the annual parent meeting the following are presented:

- Student selection and notification procedures.
- Delivery of Title I/AIS services for the individual buildings.
- Explanation and establishment of a building level Title I/AIS parent Advisory Council (parents volunteer to participate on the council for the school year).
- Specification of goals, expectations and share responsibilities of schools and parents as partners to improve student achievement.
- Ways parents can work with their children and distribution of written information including strategies, book lists, and materials for at home learning support.
- Parent volunteer participation and sign up for the school year.

Methods Used To Report Student Progress

A variety of methods for providing parents/guardians with information concerning their child's progress are implemented. The following methods are used:

- Parent-Teacher conferences (K-12) twice per year or as needed. Additional Parent-Teacher conferences (in person, telephone, or email) when necessary.
- Individual student progress reports each ten (10) week marking period. The reporting process may vary from building to building. Reports may be the report card done in conjunction with the classroom teacher, a separate written report, or comments on the interim/report card.

Opportunities for Parent Involvement

Parents/guardians of all Title I/AIS participants are invited to attend workshops held throughout the year and they are also invited to take an active role in contributing to the building School Improvement Plan as a parent member. Support for parental involvement activities focus on the training of parents by the teaching of strategies. This includes, but is not limited to improving comprehension, writing, and problem solving techniques.

In consultation with parents other topics and activities are chosen. All parents are invited to actively participate. For example, motivational parent-child activities are offered to parents/guardians, the parent and child can participate in a read at home

program (leveled books are sent home to read and a comment sheet is included for the reading partner to sign and write questions or comments to facilitate communication), and parent involvement opportunities such as sessions on the integration of technology to enhance reading, writing, and math learning through a variety of web sites are also available.

The newsletter “Building Readers” is distributed monthly to all K-5 parents/guardians.

More specifically, parent involvement is encouraged through the following activities throughout the school year:

- Open House
- Building Level Team Meeting
- Parent Liaison Team
- Family Party in the Quad
- grade Parent Orientation
- Grade parent Orientation
- Meet the Teachers
- Field Trip Volunteers
- Special Friends
- Parent Reading Night
- Parent Speakers
- Morning Program
- Author Night
- College Application Night
- Financial Aid Night
- Seneca County literacy Partnership

STUDENT RESPONSIBILITIES

Students are expected to cooperate with classroom teachers and staff. To be successful students must:

- Attend school regularly
- Bring required materials to class
- Complete all assigned work
- Meet standards set by the teachers
- Read on a regular basis at home
- Be attentive and on task in class
- Take pride in their work
- Maintain a positive learning attitude toward improvement