

**Caroline County Public Schools
Bowling Green Elementary
Title I School Parent Involvement Policy**

Bowling Green Elementary School (BGE) jointly developed this Title I School parental involvement policy in consultation with school personnel, community members, and parents and adopted it on September 24, 2013. A list of committee members responsible for the writing of this policy can be found in Appendix A. This policy was distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community by CCPS website, BGE Web Page, BGE office, Community Services Center library, and the Parent Resource Center. If the Bowling Green Elementary School Title I plan (application) is not satisfactory to the parents of participating children, Caroline County Public Schools will submit any parent comments with the application when the 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

Bowling Green Elementary School will:

1. Convene an annual meeting in the Fall of each school year to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved;
2. Bowling Green Elementary School will offer a flexible number of meetings. A schedule of this year's meetings can be found in Appendix B;
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide plan in the following ways:

Parents will be invited to discuss, plan and review the Title I program at Parent Advisory Council meetings held three times a year. Parents and community members will be invited to serve on the School-wide Planning committee.

4. Provide parents of participating children:
 - A. Timely information in the form of weekly/ monthly school newsletters, activity announcements, county and school websites and quarterly district newsletters.
 - B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This information will be disseminated at Back to School Night, Parent/Teacher conferences, orientation and Title I Programs.
 - C. A meeting to openly discuss any concerns relating to the education of their children or school-wide policies will be held upon the parent's request in a timely manner.

5. Notify parents of participating children that if the school-wide plan, when made available, is not satisfactory to them that they may submit any comments on the plan to Caroline County School Board Office for review.

Part 2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

* * * * *

SCHOOL-PARENT COMPACT

Bowling Green 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 2013-2014.

1. REQUIRED SCHOOL-PARENT COMPACT PROVISIONS (Provisions bolded in this section are required to be in the Title I, Part A, school-parent compact)

School Responsibilities

Bowling Green 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:
 - a. Second grade through fifth grade are administered the STAR reading and math test in the fall, winter, and in the spring. Students in grades Kindergarten through third are administered the Phonological Awareness Literary Screening (PALS) and the data is analyzed and used to drive instruction. Students in fourth and fifth grade SOL Student Performance by Question (SPBQ) is analyzed and used to drive instruction based on the Virginia Standards of Learning for Grades K-5.
 - b. Identified students in grades kindergarten through fifth will meet with the Reading Specialist in a small group setting using scientifically-based instructional strategies to remediate the child's areas of weakness. Identified students in grades third through fifth will work with a Math Coach in a small group setting in or out

of the mathematics classroom using scientifically-based instructional strategies to remediate the child's areas of weakness.

c. Students in grades kindergarten through fifth meet with a licensed teacher and participate in after-school or in school tutoring for reading and math.

d. Teachers in grades kindergarten through fifth utilize the Et Cetera site (curriculum/lesson plans) which align with the Virginia Standards of Learning. Instruction is supported by the Virginia SOL Curriculum Framework, pacing guides, test blueprints, and VDOE resources. Instruction is supported by Word Study, Houghton-Mifflin Reading, McGraw Hill Science, Harcourt Brace Math, and Harcourt-Brace Social Studies. In addition, supplemental materials include: Fountas & Pinnell, Reading A-Z, Study Ladders (K-2), Renaissance Learning, literacy/math workstations, and Moby Max. Students are administered PALS, monthly tests in all core areas and nine-weeks benchmark assessments in the areas of reading, math, science, and social studies; data is compiled, analyzed and used to drive instruction.

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 at the end of the first- and second-nine week marking periods.
 - a. The Math Coach and Reading Specialist will attend at least one of district's scheduled parent conferences with the classroom teacher to better accommodate the parent's schedule.
 - b. The Math Coach and Reading Specialist will also be available for conferences throughout the year as requested by parents.
 - c. Teachers will be available for conferences throughout the year at parent request.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. The Math Coach and Reading Specialist will send home progress reports twice a year in February and June.
 - b. Teachers will send home interims and report cards every 4 ½ and 9 weeks intervals.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. The Math Coach, Reading Specialist and teachers are available to parents by phone, email and by scheduled conferences at an agreed upon time.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. The Math Coach, Reading Specialist, classroom teachers and/or building administration will send home letters inviting parents to participate in school activities: in school orientation in September, during the Title I Informational Program in the fall, at PTA meetings, Parent Resource Center, and school/classroom parent involvement activities throughout the school year.

Parent Responsibilities

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

- Help my child to develop good school attendance habits and monitor my child's absences.
- Will schedule a daily homework time and provide a quiet place for my child to complete his homework.
- Set reasonable limits for my child's TV watching and/or video game playing.
- Volunteer in my child's classroom as my schedule permits to be more aware of the daily curriculum.
- Will attend meetings at the classroom, school and district level regarding decisions that will affect my child's education.
- Will promote a positive use of extracurricular time by encouraging my child to read both by him/her and with me, talking with my child and taking my child to the public library.
- Set high expectations for your child and offer praise and encouragement.
- Will stay informed about my child's education by reading newsletters, notes, activity announcements and checking the classroom website regularly and responding to all necessary communications in a timely manner. .
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A, parent representative on the school's school improvement team, the Title I Parent Advisory Committee, the division-wide Superintendent's 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, we will:

- Complete homework assignments and ask for help when I need it.
- Attend school regularly
- Read at least 20 minutes every day outside of school time.
- Be a good messenger between home and school by delivering all papers sent home or to school.
- Tell my parents about what I do and learn in school.

- Listen and follow directions given by my teacher.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The Bowling Green Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way by inviting them to participate in all planned meetings for the plans development.
3. In the fall, hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Part 3. 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, Bowling Green Elementary School and Caroline County Public Schools assisted under this part:

1. Before school starts an Open House is held to encourage families to meet their child's teacher. In September, a Back to School Night is held for each grade to educate parents about the Virginia Standards of Learning. Families are given information packets containing a copy of Virginia SOLs, a syllabus, and parents are informed of grade level expectations. Parents are provided assistance through Family Math and Reading Night, Parent Conferences, workshops and training through the Parent Resource Center to help improve the achievement of their child. Parents are informed of their child's progress through interim reports, progress reports and report cards. Parents are invited to attend Honors assemblies which are held every nine weeks to recognize student success.
2. Parents are provided with materials and opportunities for training that foster student's individual achievement in the four content areas. Workshops and trainings include literacy, behavior intervention, math, Special Education, LEP and technology through the Parent Resource Center.
3. We shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents; and how to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Throughout the school year, parents, faculty and staff collaborate together through the following venues: PTA meetings, Faculty meetings, Principal/ Parent Coffees, Professional development, Title I PAC meetings, Superintendent's Parent Advisory Council, and the School-Wide Plan.

4. We shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities and conduct other activities such as the parent resource center that encourage and support parents in more fully participating in the education of their children;

Parent involvement activities are coordinated and integrated with the Rappahannock Area Community Services Board (RACSB) and Rappahannock Smart Beginnings. The Parent Resource Center provides workshops and trainings for parents and staff throughout the school year. Additional activities include, Open House, Family Math and Reading Night and Back to School Night. Meetings are held for the following committees: Title I Parent Advisory Council, School Health Advisory Board, Parent, Teacher's Association (PTA) Executive Board, Safe and Drug Free Schools, Superintendent's Parent Advisory Board, and School-wide Planning committee.

5. We 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 practicable and in a language that parents can understand;

Principal's newsletters, Division newsletters, Student activity packets, Interims, Report Cards, Progress Reports, Flyers, Brochures, Reading Contracts, Parent/School Compacts, School, Teacher and Division Websites, Press Releases, Free and Reduced Lunch Applications and enrollment packets are sent to the parents of participating children in English and if necessary Spanish in an easy to understand format.

(6-8 are MAYS and are included in our plan.)

6. We may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

Home school coordinator, administrators, and teachers offer flexible meetings at mutually agreed upon times and locations to maximize parental involvement and participation.

7. We may establish a division-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

At the beginning of each school year, parents are asked and encouraged to become a member of the Title I Parent Advisory Council (PAC) at the division and school level. Once the committee is established the names are recommended to the School Board for approval. After School Board approval, the committee members are contacted via letter to attend the first Title I PAC meeting.

8. We shall provide such other reasonable support for parental involvement activities under this section as parents may request.

All reasonable support for parental involvement activities will be considered when requested by parents.

Part 4. ACCESSIBILITY

Bowling Green Elementary School, to the extent practicable, 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 practicable and in a language that parents can understand.

Appendix A

Bowling Green Elementary School Parent Involvement Policy

The following comprised the committee:

- Ms. Brandi Arnold, Parent
- Ms. Carolyn Day, Parent
- Ms. Gail Facer, Teacher
- Mrs. Georgette Willis, Teacher
- Mrs. Melissa Hurley, teacher
- Mrs. Deborah Ernst, Math Coach
- Mrs. Kathryn Williams, Reading Resource
- Ms. Cynthia Golden, Reading Specialist
- Mrs. Christine Pitts, Reading Specialist
- Mrs. Crystal Metzger, Assistant Principal
- Mr. Jason Mack, Principal
- Mrs. Jessie Rollins, Parent Involvement Coordinator
- Mrs. Dolly G. Lindsay, Director of Elementary Education

Appendix B

Bowling Green Elementary School Parent Involvement Policy

- Open House
August 30, 2013
- Back to School Night
September 17, 2013
- Title I Policy/Procedure Informational Program
October 24, 2013
- Parent Advisory Council meetings (School-wide)
September 24, 2013
November 22, 2013
December 19, 2013
January 24, 2014
February 27, 2014
March 28, 2014
May 30, 2014
- Parent/Teacher Conferences
November 14, 2013
February 11, 2014
- Pizza Hut Reading Night (November and April)
- Title I 3rd annual Reading and Math Night
TBD
- Title I Presentation and Program

Appendix C

CAROLINE COUNTY PUBLIC SCHOOLS Title I School/Parent/Student Compact

Student: _____ School: Bowling Green Elementary Grade: ____

Parent/Guardian: _____ Title I Teacher: _____

School Year: 2013-2014 Classroom Teacher: _____

I. School's/Teacher's Responsibilities:

- Send Title I progress reports home two times per year
- Schedule one parent-teacher conference a year, and as needed
- Provide high quality curriculum and instruction in a supportive and effective environment
- Schedule parent meetings with due consideration to parent/family needs
- Have high expectations for each student's achievement
- Confer with regular classroom teacher periodically

Signature: Title I Teacher

Signature: Classroom Teacher

II. Parent/Guardian's Responsibilities

- Help my child develop good school attendance habits
- Express high expectations often to my child
- Attend school activities, parent-teacher conferences, Title 1 meetings, parenting workshops, PTA (Minimum of ____ times)
- Set reasonable limits for my child's TV watching
- Read newsletters and notes sent home from school
- Talk with my child
- Utilize the Parent Resource Center
- Involve my child in problem solving situations
- Assist teacher or volunteer in my child's classroom
- Offer praise and encouragement to my child
- Communicate regularly with my child's teacher
- Establish a regular bedtime schedule for my child
- Model reading, writing, math for my child in everyday situations
- Schedule daily homework time
- Be a positive role model for my child

Signature: Parent/Guardian

CAROLINE COUNTY PUBLIC SCHOOLS
Title 1
School/Parent/Student Compact

III. Student's Responsibilities:

- Complete homework assignments
- Ask questions about math
- Use TV and Video games wisely
- Be a good messenger between school and home
- Listen to and follow directions given by the teacher
- Practice basic math facts with games.
- Attend school regularly
- Read with an adult
- Show respect for others
- Use math skills to solve problems
- Tell my parents about what I do and learn in school

Signature: Student