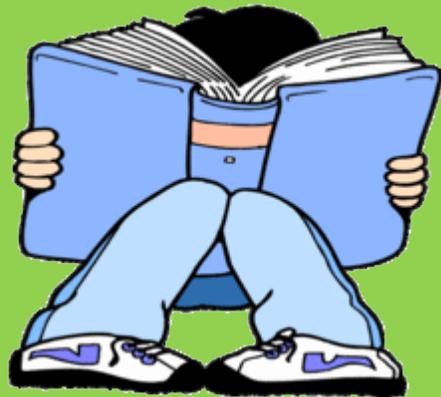
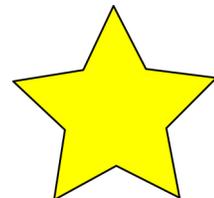
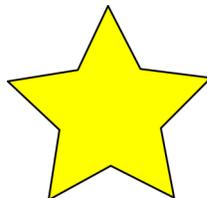

Welcome Parents **to the**

Tazewell County Public Schools **TITLE I PROGRAM**



What is a "school-parent" compact?

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.



Parents - Students - Teachers

Getting to Know You

Make time to get to know your child's teacher and classroom aide. Let the teacher know that you appreciate feedback on your child's progress—both positive and negative. Alert the teacher to anything out of the ordinary that's going on with your child or family. Make a point of meeting other school staff members: the principal, school secretary, bus driver, cafeteria staff and others who work at the school. The better you know the school and how it operates, the more likely your child will be to have a productive and positive school experience.

Simple Strategies for Creating Strong Readers

Without doubt, reading with children spells success for early literacy. Putting a few simple strategies into action will make a significant difference in helping children develop into good readers and writers.

Through reading aloud, providing print materials, and promoting positive attitudes about reading and writing, you can have a powerful impact on children's literacy and learning.

- *Invite a child to read with you every day.*
- *When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.*
- *Read a child's favorite book over and over again.*
- *Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.*
- *Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"*
- *Stop and ask about the pictures and about what is happening in the story.*
- *Read from a variety of children's books, including fairy tales, song books, poems, and information books.*

Reading well is at the heart of all learning. Children who can't read well, can't learn.

Help make a difference for a child.

Public Law 107-110

An Act To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.

The No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), and is based on four principles that provide a framework through which families, educators, and communities can work together to improve teaching and learning. These principles are accountability for results, local control and flexibility, expanded parental choice, and effective and successful programs that reflect scientifically based research. The parental involvement provisions in Title I, Part A of the ESEA reflect these principles. Specifically, these provisions stress shared accountability between schools and parents for high student achievement, including expanded public school choice and supplemental educational services for eligible children in low-performing schools, local development of parental involvement plans with sufficient flexibility to address local needs and building parents' capacity for using effective practices to improve their own children's academic achievement.

New reporting provisions added by the NCLB Act offer parents important insight into their children's educations, the professional qualifications of their teachers, and the quality of the schools they attend. The new legislation ensures that parents have the information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help those schools develop effective and successful academic programs. Parents now will know their children's academic strengths and weaknesses and how well schools are performing.

Studies have found that students with involved parents, no matter what their income or background, are more likely to:

- *Earn high grades and test scores, and enroll in higher-level programs*
- *Pass their classes, earn credits, and be promoted*
- *Attend school regularly*
- *Graduate and go on to postsecondary education*

What is parental involvement under No Child Left Behind?

Parental involvement always has been a centerpiece of Title I. However, for the first time in history of the ESEA, it has a specific statutory definition. The statute defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- That parents play an integral role in assisting their child’s learning.
- That parents are encouraged to be actively involved in their child’s education at school,
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.



It's called **reading**.
It's how people install new software into their brains.

Parent Involvement Policy

The Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 (NCLB) impacts the quality and quantity of parent and family involvement in Tazewell County Public Schools. To acquire Title I funds under the law, parents and family members must be involved in their child’s education through the Title I Program at their school.

Parents must be included as partners in all phases of the program. Parents must be kept informed about their child’s progress and also about the district and school level parent involvement activities available to them.

Rigor, Relevance, Relationships

Excellence in Education

Tazewell County Public Schools will provide a safe learning community committed to increasing student achievement by engaging stakeholders to maximize student success.

TITLE I

DISTRICT MISSION STATEMENT

Title parents will contribute to their children's school success by helping at home and becoming partners with all teachers so that children may achieve the high standards as set forth by the Virginia Department of Education.

DISTRICT WIDE PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

Tazewell County Schools agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school district will incorporate this district wide parental involvement policy into its LEA plan developed under sections 1112 of the ESEA

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:



Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;*
- (B) That parents are encouraged to be actively involved in their child’s education at school;*
- (C) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Tazewell County School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- *Parents will be invited to attend the Title I Annual meeting, where the District wide policy will be presented.*
- *Parent Surveys will be conducted through the District PAC in order to revisit and review the District wide policy.*

Title I parents will be invited to serve on the School Planning team to discuss and make any recommendations for changes in the District wide policy.

2. The Tazewell County School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *Title I Annual meeting*
- *District Parent Advisory Council meetings*
- *School Parent Advisory Council meetings*
- *Title I District Newsletter*
- *Tazewell County Schools Web page*
- *Project Planning Meetings*
- *Local Newspaper Articles*

3. The Tazewell County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:



- Title I Annual meeting
- District Parent Advisory Council meeting
- School Parent Advisory Council meetings
- Title I District Newsletter
- Tazewell County Schools Web page
- Project Planning Meetings
- Local Newspaper Articles

4. *The Tazewell County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:*

- *Elgin Reading Initiative*
- *State operated preschool program*
- *Head Start*
- *PTA*
- *PTO*

by:

Building "at home" libraries

Invite parents to workshops/conferences

Provide home computers to those parents that need them

5. *The Tazewell County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.*

- *Comprehensive Needs Assessment (parents and teachers)*

** Conducted by Title I teachers and/or principal at the end of the school year.*

- *Project Planning Team (parents, classroom teacher(s), Title I teachers/staff, principal) review of needs assessment.*



A. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement by:

School PAC meetings

District PAC meetings

Title I Schools Parent Resource Center check-out

Desktop computers offered to Title I families

Basic computer training classes

Tazewell County Schools web page (parent resources)

Title I District Newsletter

B. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Staff Development for teachers and building principals

Parent Resource Centers at each school

Parent Surveys

School Climate surveys

C. The school district will take the following actions to ensure that information related to the School and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Title I District Newsletter

Parent-Teacher Conference notifications/invitation

Local Newspaper

Tazewell County Schools Calendar

Parent Handbook

PART III

DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT

POLICY COMPONENTS

- * The Tazewell County School District wide Parental Involvement Policy includes discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents capacity for involvement in the school and school system to support their children's academic achievement,*
 - * involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;*
 - * providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;*
 - * paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;*
 - * training parents to enhance the involvement of other parents;*
 - * in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school:*
 - *adopting and implementing model approaches to improving parental involvement;*
 - *establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;*
 - * developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and*
 - * provide other reasonable support for parental involvement activities under section 1118 as parents may request.*
-

PART IV. ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the Tazewell County School District and will be in effect for the period of one year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 1 of the current school year

Tazewell County Title I Supervisor & Staff

Individual School Parent Involvement Policy

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.*
 - 3. 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).*
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Title I does not discriminate based on race, sex, color, national origin, age, or handicap. If you feel you have been discriminated against, write immediately to the Secretary of Agriculture, Washington, D.C.

PARENT INVOLVEMENT PRODUCES.....

HIGHER GRADES AND TEST SCORES

BETTER ATTENDANCE AND MORE HOMEWORK COMPLETED.

FEWER PLACEMENTS IN SPECIAL EDUCATION

MORE POSITIVE ATTITUDES TOWARD SCHOOL AND BETTER BEHAVIOR

HIGHER GRADUATION RATES

INCREASED ENROLLMENT IN EDUCATION AFTER HIGH SCHOOL

*******PLEASE SIGN THE FORM ATTACHED *******

AND RETURN TO YOUR SCHOOL