

Dear Parents and/or Guardians:

Terminal Park Elementary School and the LAP program recognize that children have successful educational experiences when parents and teachers work together to assist and support the children in their academic endeavors. The following are ways that the LAP program works in partnership with the parents to promote the educational success of the students.

How was my child selected for the program?

All students are given the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) which provides comprehensive information about your child's reading ability. Students are then ranked by ability level utilizing the DIBELS score, iReady, MAP Test score and teacher recommendation. Students who are selected for reading will receive an additional 30 - 45 minutes of reading instruction four or five days a week (depending on the grade level).

Communication/School Climate: Communication is a key element in the building of the parent/school partnership. In the fall, this letter is sent to all parents of Terminal Park students. At this time, parents are asked to commit to ways they will be able to help their children at home. Throughout the course of the year newsletters, telephone calls, e-mail, Title progress reports, and conferences are provided to ensure school/parent communication.

Parent Education: Parenting requires continuing support to assist children's educational needs. The monthly newsletter contains a section with suggestions for assisting their children in a variety of ways. Parent conferences also allow the time for parents to receive assistance in how to support their children's learning.

Involvement in School: Parent involvement is encouraged. The Title program has an open-door policy. Parents are welcome to come and observe their children work in the program. To help enhance this involvement, the LAP department is open for visitation during parent conference week. Feel free to stop by and see first hand what kinds of things your children are learning at school and how you can support this at home.

Learning at Home: The Title program encourages students to practice reading and math skills at home with the help of their parents. Teachers send homework that supports the reading and math curriculum.

Extended Learning Opportunities: Students in Kindergarten through fifth grade may have the opportunity for learning beyond their regular school day.

Parent Input: All parents will have an opportunity to indicate activities that they feel would be helpful to them in helping their children at home. At the end of the year, parents are surveyed to evaluate the activities provided.

The Title department asks for your cooperation in filling out the attached form and returning it to the Title program. Please feel free to stop by, email, or call me if you have any questions. I can be reached at sandrews@auburn.wednet.edu.

**Terminal Park Elementary
Title - Reading Program
Parent/Student/School Compact**
Working together to foster reading growth by:
(Please check those that apply.)

Parent:

- _____ Reading to my child regularly.
- _____ Regularly listening to my child read.
- _____ Helping my child with reading skills.
- _____ Reading parent newsletters.
- _____ Encourage participation in the school reading program.

Signature of Parent or Guardian

Student:

- _____ Participating in class.
- _____ Regularly completing homework.
- _____ Reading daily at home.
- _____ Participating in the school's reading program.

Signature of Student

Reading Teacher:

- _____ Providing meaningful and appropriate activities.
- _____ Maintaining open lines of communication.
- _____ Providing opportunities for parent involvement.
- _____ Developing a student learning plan to foster reading growth.
- _____ Providing Trimester Reports indicating student progress.

Mrs. Andrews

Signature of Teacher

Nondiscrimination Statement

Auburn School District complies with all federal rules and regulations and does not illegally discriminate on the basis of age; gender; race; color; creed; religion; national origin (including language); sex; sexual orientation including gender expression or identity; honorably discharged veteran or military status; the presence of any sensory, mental, or physical disability; the use of a trained dog guide or service animal; and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding compliance procedures may be directed to:
Title IX Officer and Section 504, ADA, and
Civil Rights Compliance Coordinator.