



Title I Reading Assistance Program (R.A.P.) Information

Collegium Charter School, in accordance with the Department of Federal Programs, provides Title I Reading Assistance to eligible students. All students in grades one through five are screened based on universal criteria. These criteria include the student's reading grade, proficiency on standardized assessments, teacher recommendation, and attendance. All Title I teachers are highly qualified as defined by the No Child Left Behind Act. Title I Reading Assistance consists of both pull-out small group instruction and push-in instruction within the general education classroom.

There will be parent information/involvement meetings and monthly CCS Board of Trustees meetings during the school year for parents who are interested in learning more about the Title I program and participating in parent involvement activities. Dates and times are included in the weekly CCS Newsletter and posted on the CCS website.

Title I Program Parent Involvement Policy

In compliance with federal law, Collegium Charter School and parents/guardians of students participating in the Title I program shall jointly develop and agree on the written parental involvement policy. This policy was created to foster parent participation in the development and participation of our school's programs. We recognize the instrumental role our parents and staff play in creating a supportive learning environment.

Collegium Charter School Shall:

1. Involve parents/guardians in the Title I plan and the process of school review and improvement.
2. Provide the coordination, technical assistance, and other supports necessary to assist in planning and implementing effective parental involvement activities to improve students' academic achievement and school improvement.
3. Develop activities that promote the school's and parents'/guardians' capacity for strong parental involvement.
4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law.
5. Involve parents/guardians in an annual evaluation of the content and effectiveness of the policy.
6. Identify barriers to participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
7. Use findings of annual evaluations to design strategies for more effective parental involvement.

Responsibility of CCS Title I Staff and Administration:

1. Provide an explanation of the reasons supporting a student's selection for the program.
2. Provide a description of services provided.
3. Provide an annual Title I meeting.
4. Provide Title I/R.A.P. parent information sessions.
5. Provide parent-teacher conferences to provide individual student progress, address parent questions and concerns, provide Title I progress reports and individual assessment results, and provide resources to parents to help students maintain reading skills.
6. Establish ongoing communication through the CCS weekly Newsletter, CCS website, letters home via student, conferences, workshops, phone calls, and email.

Guidelines for Parental Involvement

An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purpose of the Title I program and the Home/School Compact. Parents/guardians are given the opportunity to participate in the design, development, operation, and evaluation of the program. An annual needs assessment is also conducted. At the monthly CCS Board of Trustees meetings, updates concerning the program will be shared, and opportunities for feedback, questions, comments, etc. will be provided.